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ESCUELA DE LENGUA Y LITERATURA INGLESA

"Using Information Gap Activities to Strengthen the Development of Oral Communication in Learners at a Beginning Level"

Tesis previa a la obtención del Título de Licenciado en Ciencias de la Educación en la especialidad de Lengua y Literatura Inglesa

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ABSTRACT

This research work has taken into account the several problems in the use of spoken language that many Ecuadorian students face in their EFL classes. It analyzes theories about communicative methods for teaching and the English National Curriculum. It also suggests some guidelines to foster the development of EFL classes in which learners make use of oral work.

Communicative activities are placed as a tool to enhance oral skills in EFL classes where learners' lack of abilities to use the target language to communicate is evident. Beginning learners are usually the ones who have huge difficulties in performing oral work. For that reason, this research presents communicative activities for learners of this level. The communicative tasks that are studied are Information Gap Activities. These tasks are recommended because of their characteristics and advantages for oral production.

It has been considered that a way of supporting beginners' oral abilities to communicate is to combine the proposed teaching material with the language which they are exposed to in their classes. For that reason, this research includes IGAs based on the content of the course, English Book 1 that is used by teachers and students of public high schools.

The main purpose of this investigation then, is to provide information and material to support teaching the oral practice when oral work needs to be performed. It is expected that the suggested IGAs contribute to the development of oral skills in learners at a beginning level.

Key words: communicative, beginners, IGAs, teaching, oral skills.

RESUMEN

Para este trabajo de investigación fueron tomados en cuenta muchos de los problemas que afrontan los estudiantes Ecuatorianos en el uso del lenguaje durante sus clases de Inglés como Lengua extranjera. Dicha investigación analiza teorías acerca de métodos comunicativos para la enseñanza y a su vez se analiza el currículo nacional Ecuatoriano. También sugiere algunas guías para forzar el desarrollo del Inglés como Lengua Extranjera durante su aplicación en el aula.

Las Actividades Comunicativas son puestas como una herramienta para el perfeccionamiento de las habilidades de comunicación durante las clases de inglés donde la falta de dominio del lenguaje en los estudiantes es evidente. Los estudiantes de nivel básico son aquellos que afrontan estos problemas, por esta razón esta investigación presenta actividades comunicativas para estudiantes de este nivel. Las actividades que son tomadas en cuenta para su estudio son Information Gap Acitivies "IGAs" y son recomendadas por sus características y ventajas para producir el trabajo oral.

Esto ha sido considerado como una manera de ayudar a los estudiantes de nivel básico en el desarrolla del lenguaje y combinar estas actividades con el vocabulario y lenguaje a el que están expuestos en las aulas de clase. Debido a esta razón esta investigación contiene actividades comunicativas basadas en el libro de enseñanza que es usado por profesores y estudiantes en las escuelas públicas.

El propósito principal de esta investigación es entonces proveer información y material que ayude durante la enseñanza del lenguaje y cuando esta se necesite para el perfeccionamiento del mismo. Se espera entonces que estas IGAs sugeridas contribuyan al desarrollo del lenguaje en estudiantes de nivel básico.

Palabras clave: comunicativo, principiantes, IGAs, enseñanza, habilidades comunicativas

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DEDICATION

I want to dedicate this work to God and also to my mother, who has always supported me with her love and comprehension during difficult times. Without her words of wisdom and hope I would never have reached my goals in life.

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To God who gave me the gift of life and the opportunity to complete this stage. God is my light, my strength, and my guide in my path. Also thank you Mom, you showed me how to work and reach my dreams.

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INTRODUCTION

The present investigation starts with the analysis of a problem that is common in EFL classes in Ecuadorian public high schools. This problem is reflected in learners´ lack of abilities to communicate by using the target language. Therefore, some factors that influence the problem are identified. One of them is the methodology that English teachers apply in class. It is said that some teachers do not plan classes that include speaking activities. For that reason, the learners do not have opportunities to develop oral skills.

   The development of this research therefore, is justified with an argument: Students need to learn how to communicate through the target language. Nevertheless, if the students do not participate in activities that motivate them to speak, their abilities to use spoken language do not progress. It is believed, in consequence, that with the availability of tasks that promote oral work, the problem may be reduced and solved. Thus, Information Gap Activities are placed as an alternative for teachers to apply them in their classes in order to foster the improvement of learner´s oral communication skills.

   An important section of the investigation is the review of bibliographic sources. In this part, theories about Communicative Language Teaching are analyzed. This information explains aspects such as reasons and benefits of teaching within communicative environments and the activities that teachers should use. In particular, information is emphasized about IGAs, their characteristics and contribution to strengthen learner´s oral abilities. In addition, a review is carried out of the strategies and requirements, which are established in Ecuadorian National Curriculum for teaching English to beginning learners.

The analysis of bibliography material has been a guide to create Information Gap activities, whose characteristics, objective, and procedure for application are explained in the methodology of the research.

CHAPTER I

The Problem

1.1 Topic

Using Information Gap Activities to Strengthen the Development of Oral Communication in Learners at a Beginning Level.

1.2 Statement of the Problem

It is known that in several non-natives speaking countries, Ecuador for example; English language teaching is part of the curriculum, which is established by The Ministry of Education. English is taught as a foreign language in schools through high school. Hence, The National English Curriculum Guidelines point out numerous requirements related to teaching the English language. Based on the Common European Framework of Reference for Languages, the national curriculum classifies three levels for English language teaching and learning. These levels are A1, A2 and B1, and they are subdivided and classified for each grade. A1.1 corresponds to the eighth year of basic education; A1.2 corresponds to the ninth year of basic education; A2.1 corresponds to the tenth year of basic education; A2.2 corresponds to the eleventh grade: B1.1 corresponds to twelfth grade; and B1.2 corresponds to thirtieth grade.

As exposed in the Curriculum, after finishing high school in Ecuador, the learners must have developed communicative competence according to these requirements. As a result, they are expected to use the target language to communicate in their lives (Ministry of Education).

The use of English involves the comprehension of a variety of aspects of this language. One of these aspects has to do with the mastering of verbal communication. Having observed the way some English classes are carried out in some high schools within our educational background has shown that students, especially those of beginning level, have difficulties in their learning.

An English class for beginners often includes the teaching of grammar forms, nevertheless; when the students are asked to express ideas orally by using a structure, they perform poorly, regarding mainly pronunciation, fluency, and comprehension of the meanings of the diverse language forms. In most cases, students cannot express their thoughts freely by using the English language because their learning has been centered in learning grammar structures mechanically. These assertions are connected to the viewpoints expressed by an English teacher of a public high school, who was interviewed in recent days. He affirms that students commonly memorize grammar forms, recognize them in reading passages, and even write some sentences by applying them. However, because of the lack of varied communicative tasks, they are not given the opportunity to use the language forms to express thoughts orally. This is a reason why the students cannot learn in the way that is proposed in the Curriculum.

This negative situation manifests a need to look for and to analyze tools or techniques that promote English learning and student´s communication. Several research works recommend the application of communicative activities in the class, so that the students can put their speaking skills into practice. It is said, moreover, that through the performance of these activities, the learners reach comprehension of the meaning of the language they are using. (Tulung 21)

1.3 Justification

In Ecuador, The National Curriculum for English Teaching proposes to train the students to become competent users of the language. However, this goal is not achieved in most educational institutions. Some months ago, an evaluation of knowledge was applied to English teachers and students of public high schools in Ecuador. The results were published in several newspapers. As revealed, "Ecuador is among the countries with the lowest level of English," the average score reached by the students was 13/20, and the teachers reached the level A2. These results place Ecuador as one of the countries with a poor level of English knowledge. This deficiency is produced because of certain English teaching methods that are used nowadays in Ecuadorian high schools within our geographical context, which in most cases do not present effective results. Personal experience as an EFL learner allows one to consider that students fail in their learning process because they are usually taught by following the principles of traditional methodologies, specifically through recognized methods which are known as the Grammar Translation Method and the Audio-Lingual Method. Griffiths and Parr explain that the Grammar Translation Method focuses on presenting grammar structures and translating them to the mother tongue so that students comprehend their meaning in that way. Here, reading and writing are the main resources for learning. On the other hand, the Audio-Lingual Method goes a bit beyond because it makes learners work in class. However, the constant mechanic repetition of language and the controlled practice limit the effectiveness of this method (247). As indicated, the aim of these methods is teaching grammar forms of the target language, leaving communication isolated.

Observation of English teaching practice confirms that these traditional methods are still applied in EFL classrooms. The students must follow a variety of rules to try to express ideas or thoughts. As a result, in many classroom situations, English learners face problems when speaking because they only manage grammar structures, which in most cases are not clear. They do not have an adequate pronunciation or intonation when speaking because the target language is rarely used in talkative tasks. These facts create a negative attitude towards English learning in the students since they consider English as a difficult subject.

The lack of material that foments abilities for communication in the learners effects mainly students at a beginning level. They are starting the learning process which means that they have a limited knowledge of the target language. Thus, teaching without techniques that motivate oral skill development often distances the learner from the Language.

The necessity of tools to foster oral work in beginning learners has motivated the exploration of a group of communicative tasks. Thus, the intention of this exploration is to present research regarding Information Gap Activities or IGAs, and to create samples of IGAs focused on basic level learners. It is expected, that the created samples represent an alternative contribution to the development of oral communication skills in the beginning learners.

1.4 Objectives

Research Question

What support is available when using Information Gap Activities as teaching materials to promote communicative skills in beginner learners?

General Objective

To present existing material and to create new didactic material through the compilation of Information Gap Activities samples in order to make them available for teachers and beginner learners.

Specific Objectives

- To analyze the types of Information Gap Activities and their characteristics in different bibliographic sources.

- To determine the topics for the creation of IGAs according to learner's abilities and level of knowledge of the target language.

- To gather IGA samples to be included within a module of didactic material

CHAPTER II

Literature Review

2.1 Communicative Language Teaching- Brief Review

The innovation of the methods used for language teaching gave place to the emergence of the Communicative Approach. This approach appeared about four decades ago in England. What made its creation possible was the concern about the inefficiency shown by the methods for language teaching that existed at that time, such as the Situational Approach and the Grammar Translation Method. Linguists believed that these methods were not appropriate since they did not teach a language with communicative purposes, and instead they focused on teaching grammatical forms to be applied in speaking (Manoliu 138-139).

The Communicative Approach manifests the importance of learning a language to reach a communication goal among people. To carry out the teaching process, it is suggested that students use the target language in the class to learn, rather than to memorize grammar structures (Manoliu 138-139).

By following the principles of the Communicative approach, Communicative Language Teaching suggests carrying out the teaching practice by creating a communicative environment in the classroom. Accordingly, learning takes place in communicative situations which are closely related to the practice of communicative exercises.

2.2 Communicative Activities – Definition

Communicative activities are classroom tasks that are carried out with the participation of more than one person in order to fulfill a commutative goal. These tasks are defined as " a piece of classroom work which involves learners in

comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on the meaning rather than in the form." (Nunan 10)

2.2.1 What do Communicative activates involve? - Main Characteristics

According to Jeremy Harmer, communicative activities are distinguished from other types of activities because of their features. Also Harmer states that genuine communicative activities conduct to natural communication since teacher´s intervention is not allowed when they are performed. This means that teachers do not make corrections about pronunciation or and accuracy, which impede possible interruptions. Communicative tasks do not focus on the use of a specific language element, but they comprise the use of different language forms. (166)

With respect to the characteristics of Communicative tasks, it is also exposed that they are activities in which:

- meaning is primary;

- there is some communication problem to solve;

- there is some sort of relationship to comparable- real world activities;

- task completion has some priority;

- the assessment of the task is in terms of outcomes. (Skehan 95)

Concerning the comprehension of the meaning of the spoken language, communicative activities demand a high degree of learner's attention since they are expected to find a particular message or answer that is known as "communication problem." (Skehan 95)

 In this way, the learners are stimulated to make an effort to comprehend the sense of the language they are producing when performing the tasks. As for the

role of interaction in communicative tasks, Tulung points out that due to interaction, the classroom becomes "a learning environment that can promote input, feedback and output production." (24-26) Thus, active conversations encourage the utterance and assimilation of new terms of vocabulary, grammar pronunciation and functions of the language.

2.2.2 Communicative Activities within Foreign Language Classrooms

There is a significant difference between learning English as a Second Language and English as a Foreign Language. ESL learners have an advantage that facilitates the acquisition of the language. Since the learners live in a place whose first language is English, they are able to practice and improve their skills through the interaction with the environment that surrounds them. On the other hand, EFL learners are involved in a society where L1 is not English. For this reason, it is the classroom where they have to strengthen their language skills as much as possible.

Tulung states that the context plays an important role for English learning. Accordingly, ESL learners often have higher linguistic competences than EFL learners. Their oral skills, for instance, are more developed regarding fluency and pronunciation. In a context where English is taught as a foreign language, it is essential to have availability of teaching resources that involve learners´ exposure to the target language and to have interaction among them. Teachers are responsible for providing adequate input for their lessons so that the teaching process can succeed. Among the teaching resources for target language comprehension in EFL classes, it is recommended to perform communicative tasks.

2.2.3 The Role of interaction from Vygotsky's Point of View

The performance of communicative tasks in foreign language learning produces interaction among learners. According to Vygotsky, interaction is the path for human beings to acquire a language. He explains his theory of learning by distinguishing what is known as the zone of proximal development. For Vygotsky, the zone of proximal development "is the difference between the learner´s capacity to solve problems on his own, and his capacity to solve them with assistance" (Schütz 5-7). His theory is based on Constructivism since it states that students build up their own knowledge by connecting what they now to the new input. Students must be exposed to language in a level that is somewhat higher than the level they already know in order to assimilate their knowledge. Learning occurs with some help of teachers. Vygotsky affirms that interaction should take place in a foreign language environment. Interaction during the performance of communicative tasks make the learners produce their own language, assimilate the meaning of the language uttered by others and produce feedback" (Schütz5-7). This is the reason why interaction, one of the characteristics of communicative tasks, is significant for target language learning.

2.2.4 Advantages of using Communicative Tasks in EFL classrooms

The possibility of interaction among peers, the development of speaking skills, the exposure to the target language and the involvement of the target language in real situations make communicative activities convenient material for the development of oral skills in EFL learners. Tulung mentions the reliability of communicative tasks in EFL classrooms by stating that their features make them the ideal material to teach within a not native speaking society. (21-45).

Manoliu also agrees with some significant points about applying communicative activities in the class. For instance, he explains that the success of Communicative language teaching is related to the way that communicative tasks are performed in class. He states that these tasks need to be solved in pairs or in groups. When participating in communicative tasks, the students are forced to comprehend and to answer one another´s message (139). Therefore, through communicative tasks, students not only produce adequate pronunciation and become more fluent in the use of the language, but they mutually help to comprehend meaning of language forms that are involved in the language they use. In the words of Galloway, it can be said that through the use of communicative tasks, the learners "are more responsible managers of their own learning" (Galloway 5).

2.3 The Common European Framework of Reference for Languages

Definition and Origin

As manifested by Little, the Common European Framework of Reference for Language (CEFRF) "is a descriptive scheme that can be used to analyze L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes." (167-169)

The Common European Framework of Reference was created and published by the Council of Europe in 1996. The Council of Europe is the political organization of European countries whose purpose, from its origin, seeks to unify all the country members in aspects such as the protection of human rights and cultural identity based on education. Thus, with the objective of reaching a standardized level of proficiency in language learning, the Council of Europe created a common

reference level of language competence for all the members of the Council. These reference levels, known as global scales, and they are explained in detail in the Common European Framework of Reference. (Little, 167-169)

2.3.2 Influence of the CEFR in the Ecuadorian Curriculum for English Language Teaching

The CEFR contains different guidelines regarding Language 2 teaching and learning. These norms show a path to follow when designing textbooks, planning syllabi and curricula for language teaching. Moreover, the CEFR contains parameters concerning the evaluation of the levels of knowledge of a language. The level of competence depends on the use of listening, speaking, reading and writing skills of the target language. (Little, 167)

The CEFR for languages distinguishes six levels of competence in language use. From the lowest to the highest one, these levels are A1, A2, B1, B2, C1 and C2. Basic users belong to levels A1 and 2; Independent users are placed at levels B 1 and 2; and Proficient users are placed at levels C1 and C 2. The CEFR also determines the learners´ characteristics and abilities with respect to the four skills of the language within each level (Little, 167-174).

The Ecuadorian Curriculum for English Language Teaching in Public High Schools has been elaborated according to the guidelines suggested by the CEFR. Thereby, level A1, divided in A1.1 and A1.2 corresponds to students of eight and ninth year of basic education. Level A2, divided in A2.1 and A2.2 corresponds to the students of tenth year of basic education, and eleventh grade. Level B1, divided in B 1.1 and B1.2 is established for the students of twelfth and second and thirtieth grade. The National curriculum for language teaching plans to develop

high school learners´ language skills so that they become independent users of English as the exit profile at the end of the third year of primary education. (Ministry of Education)

2.3.3 The Beginning Learner – Level A1

The word beginner is explained as "a person who is beginning something or doing something for the first time."(Merriam-Webster Dictionary) Within English language teaching and learning, beginners are students who are starting to learn the target language. Since they have not studied English before, their abilities for its usage are deficient. In Ecuador, English teaching is not mandatory in public schools, which means that English is not taught from the first year until the seventh year of basic education. In consequence, when students start the eighth year of basic education, they are considered beginning learners.

Concerning the teaching- learning process at the beginning level, the National Curriculum suggests numerous guidelines to be put into practice. It establishes that beginners are basic users of the target language, and that they must develop listening, reading, speaking and writing skills of the target language as well as their sub skills in order to apply them in real life. It explains the importance of each skill in English learning. Furthermore, it indicates procedures to be followed when teaching, activities to be applied in the classroom, directions for choosing course books and didactic material for beginners (Ministry of Education).

Based on the CEFR scale, the National Curriculum places students of the eighth year of basic education at level A1.1 (Beginner level), and points out the content they must assimilate, and the criteria for assessing their learning competence at this level. Each language skill has its own indicators for evaluation. Thus the

aspects that indicate learner's achievements at Level A1.1 are expressed as follows.

2.3.3.1 The Beginning learner: Listening Skills

With respect to listening the learners at A1.1 level must know how to:

- relate written words with their pronunciation.

- identify short spoken texts related to personal experiences.

- differentiate phonemes of words related to personal information and classroom context.

- identify stress in words or sentences.

- comprehend short instructions, spoken texts, and main ideas in short informational texts. (Ministry of education)

2.3.3.2 The Beginning Learner: Reading Skills

Regarding reading, the students must be able to:

- identify the meaning of cognates in English and Spanish.

- comprehend simple and short instructions.

- comprehend short authentic and non-authentic texts such as messages, postcards and timetables.

- discriminate main information in simple texts and texts containing pictures.

2.3.3.3 The Beginning learner: Writing Skills

- As for writing, the learners must how to:

- write about basic personal information;

- copy dictated words or short phrases;

- write simple sentences by applying commas and periods adequately.

2.3.3.4 The Beginning learner: Speaking Skills

Speaking abilities at level A1.1 are classified in two sections identified as production and interaction. For the production of spoken language, the learners have to be able to:

- pronounce words and expressions by distinguishing their phonology in order to avoid confusion;

- place stress correctly in the syllables and sentences;

- talk about personal information by using simple phrases;

- read aloud short texts.

Interaction involves learner's abilities to:

- produce simple monologues;

- establish conversations about familiar topics by relating them to personal experience;

- use questions to ask for and give personal information;

- apply clear speech when producing spoken language. (Ministry of Education)

2.4 Speaking skills in English Language Teaching

The main purpose of learning a language is to communicate with other people. Communication takes place because of the ability to master speaking skills of a language. Researchers of Communicative Language agree with the viewpoint that obtaining oral communication skills is the goal of most language learners. It is said that "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends" (Bygaten).

Oral skill development clearly represents a challenge for EFL students. This happens because the context for learning does not offer enough advantages to practice the target language. Another factor that impedes ineffective methods to teach language is the methodology for teaching. Grammar translation method is one of the most recognized and common. However, it has been criticized because of the negative results. Alonso discards the validity of traditional methods for teaching oral language by stating that grammar structures that are taught in isolation are applied with difficulty by the learners in conversation. According to Alonso, fluency, accuracy and pronunciation are key elements in spoken language. Accuracy to express thoughts in a correct manner, and fluency and pronunciation allow the production of the language in a natural way. Adequate pronunciations of the target language demands that the native speaker drops his own accent and adopts a foreign accent. (147)

It is assumed that at any learning level, the production of the spoken language is essential because it prepares the learners to use the language when communication is required. Harmer explains three arguments in favor of the performance of oral work in the classroom. The first states that speaking activities offer opportunities for practicing the language for real life. The second one is related to feedback produced in communicative tasks. Teachers evaluate feedback production and realize the strengths and weaknesses students present when speaking in order to make right decisions. The third argument affirms that classroom talk practice makes the learners use the language forms in an automatic way (123).

Harmer recommends giving clear instructions for the performance of speaking activities so that the beginning learners comprehend what they have to do. Also, he suggests working in pairs or in small groups when developing oral work. This is a useful procedure because it creates confidence to speak in public. Finally, he affirms that language must be used in free conversation   not only in controlled practice (188).

2.5 Information Gap Activities

2.5.1 Definition and Purpose

According to the Merriam Webster Dictionary the word "gap" is defined as "A hole or space where something is missing."(Merriam-Webster Dictionary) This definition allows a better comprehension of the term "information gap." As stated by Walz, an information gap refers to an empty space which needs certain information to be completed. Walz explains that in communication among people, a gap means that some people have information that other people do not and vice versa. This gap is filled in through interaction when people feel the need to obtain that unknown information that other people have. This fact allows them to reach communication (Walz 481).

It is known that three decades ago, when the Communicative Approach appeared, and the Communicative Language Teaching was taking place in England, several teachers analyzed the concept of "information gap". This analysis gave place to the creation of a type of tasks that support language teaching in the class. These tasks are called Information Gap Activities (Walz   482).

Information gap activities are defined as tasks that involve the intervention of several participants to obtain certain information that is possessed by some, and it

is unknown for others; and that it is required in order to come to the solution of determined communication need (Doughty, Pica 307). As teaching material, in classrooms, Information Gap Activities came into view in tasks to find differences, to order words into stories and to complete charts or maps. Since these communicative tasks involve the participation of two parts, they are designed for the participants to exchange information in order to complete them. According to Liao, communication takes place in a natural way since the learners look for information they need to know. This does not happen when the teachers present tasks in which the students have to answer known questions with the purpose of focusing on their grammar form (2).

2.5.2 Types of Information Gap Activities

When designing Information Gap Activities for beginner learners, teacher should consider the types of activities according to student´s level. Walz classifies three types of IGAs. The first one is called "abstract creations" these tasks consist of sequences of figures or numbers. They require an interview among the students in order to describe and complete the missing figures on their worksheets (483-484).

The second type of IGAs is known as "realistic creations". These IGAs are pictures that include several elements. Each picture has elements that the other picture does not have. The students determine the difference in each picture. Therefore, when describing their pictures, the students are motivated to ask each other about what is missing in their pictures in order complete the elements that are missing. The name "realistic creations" comes from a characteristic of these IGAs since they show generalized patterns of reality. (483-484).

The third type of IGAs is closely related to real life. In this group of IGAs there are activities based on a variety of topics such as menus, maps and schedules (483-484).

2.5.3 Significance of Information Gap Activities in English Teaching

The use of IGAs in EFL classes is relevant for several reasons. One of them has to do with the purpose of these activities. Based on Walz investigations, the purpose of Information gap activities is to foster the production of the target language in the students through the search of information that they need to know in determined situations (Walz 482). Another important aspect of using IGAs in the class is the interaction they provide to the learners. The process of interaction is beneficial in the production of the language since the students feel responsible for understanding and making sense of the language they are using when developing the task. Furthermore, IGAs are adequate materials to promote meaningful learning because they can be designed based on topics taken from real life, such as menus, historical events, news and favorites. In addition, IGAs make it possible to teach a language including the functions of its grammar forms, vocabulary, and even cultural contexts. The teacher has to be creative to adapt these activities according to what he or she wants to teach, or what the students need to learn. (Walz 481-484).

Due to the need of fomenting real communication in English language learners Information Gap activities should be included among these strategies as an attempt to find a path to overcome the problems with communicating well in the target language.

2.5.4 Suggestions to Create Information Gap Activities

Information Gap Activities can be adapted to the language that the teacher wants the .students to practice in the class. Anisa Janah exposes ways to create and apply different types of IGAs. In sum, her suggestions are described as follows.

- Information Gap Activities on the whiteboard: One of the ways to develop an IGA is by making the students work on the whiteboard. Students form two groups. Group A describe a picture on the whiteboard. Group B says what the picture is about, without looking at the whiteboard.

- Information Gap Activities related to real life: These IGAs can be created in the following way. First, chose some material based on real life such as a biography, a photograph or an article. Next, make a copy of the material. After that, create gaps in each picture by deleting some information, words or elements of the pictures. The omitted information must not be the same in both copies. Then, write clear instructions to complete the gaps.

- Information Gap Activities to find the differences: The teacher looks for a picture containing diverse elements or people performing different activities. Then she makes a copy of the picture. Both pictures are edited until they have a number of differences. Finally the teacher establishes the instructions to perform the task.

- Information Gap activities to complete a drawing: The teacher looks for drawing. It does not need to have so many elements. Then she makes a copy of the drawing. After that, some elements of one of the drawings are deleted. To complete the task the student that has the picture with all its

elements must describe his/her picture for the other student to complete the drawing.

- Information Gap activities to get information through questions: The teacher makes a list of questions for the students to gather information from their classmates.

- Information Gap Activities to reconstruct stories: They consist of several separated pictures representing a story. Some pictures are given to student A, and the other ones are student to student B. Is not necessary to include any written information since the learners must describe their pictures, discuss and decide the sequence of the pictures to create the story (18).

Jana indicates steps to crate IGAs by describing the types of activities and the characteristics they have. Her suggestions are advantageous because they represent guidance for teachers to create their own IGAs.

2.5.5 Advantages and Disadvantages of Using Information Gap Activities

The performances of Information Gap Activities in the class encourage oral production in learners. Among others, this is a notable benefit. However, to apply these activities teachers must plan carefully the class in order to avoid probable negative situations, which eventually might become disadvantages for learning.

According to Janah, the use of IGAs in the classroom has the following advantages:

- Learners are given opportunity to participate and to talk to other students.

- Motivation is a factor that attracts students to learn. Motivation takes place because students´ attention is caught by the topic of the activities.

- Language level is enhanced since learners are forced to understand and make themselves understand when talking to other classmates (22).

Problems could appear when IGAs are applied in classes without adequate planning for teaching. Janah mentions the following situations in which use of IGAs in the class has some disadvantages.

Use of IGAs always requires a lot of time. Time is not enough when teachers do not plan the time that students need, not only to develop the tasks, but also to comprehend instructions and to organize in pairs or in groups to perform class work. Lack of time then, is one of the disadvantages.

Another disadvantage is evident when the students are not motivated to do the tasks. It is even worse, when there are lazy students in the class. These students usually prefer to wait until the other ones finish completing the task. Then they take and transcribe other students´ answers to complete their tasks (22-23).

Applying IGAs in EFL classes has more positive than negative aspects. Negative factors must be overcome through efficient class preparation.

CHAPTER III

Methodological Procedures

3.1 Research Design

The objective of this research seeks to present IGAs as didactic material to foment oral communication in beginners´ EFL classes. To reach the objective, some procedures have been carried out. One of them is the analysis of literature that supports the development of the investigation. Thus, this project is based on bibliographic research method. The several sources of information that have been consulted include books, investigations belonging to other researchers and articles taken from academic journals. The sources are based on Communicative methods for English Teaching such as the research called Communicative Task-Generated Oral Discourse in a Second Language: A Case Study of Peer Interaction and Non-Native Teacher Talk in an EFL Classroom by Juliet Tulung, and the academic article called The Classroom Dynamics of Information Gap Activities by Joel Walz. Also, it has been necessary to analyze the Ecuadorian National Curriculum Guidelines for teaching English and the course book *English Book 1*in order to identify the requirements for teaching English, and EFL beginners' needs for learning in Ecuadorian highs schools. The analysis of literature has been an important guide to create a booklet that contains different Information Gap Activities for beginners.

In addition, this research is supported by a personal interview to an English teacher. Taking into account his personal experience, the interviewee exposed information regarding the influence of communicative methods for language

teaching in EFL classrooms in Ecuadorian public high schools, and the advantages and restrictions that exist when applying communicative tasks in the class (Appendix 1) .The information gathered from the interview has been analyzed and interpreted through qualitative method. The interviewee´s points of view support the belief that students need to learn how to communicate through the target language with the support of communicative tasks.

3.2 Data Processing Planning

For teaching English in Ecuadorian public high schools, the Ministry of Education provides "English Book", a course book that is designed according to students´ level. Hence, the course book for beginners is *English Level 1.* This course book contains basic topics that indicate how to use new vocabulary and target language related to family, friends, likes and dislikes, introducing people, description of physical appearance, favorites, special dates, and cardinal numbers to express quantities (Ministry of Education). Beginning learners are expected to assimilate and use the language related to these topics at the end of the school year.

  Keeping in mind the objective of this investigation, the topics for creating Information Gap Activities have been taken from *English Book 1.* The activities are adapted to these topics in order to promote oral skills development and to consolidate the comprehension of the language included in the course book. It is expected that the IGAs presented in the booklet become useful material for English teachers and students at level A1.1.

3.3 Information Gap Activities based on "English Book 1" – Description

The booklet contains seventeen Information Gap Activities (Appendix2). Each activity has its own objective, language function, features, procedure and time for application. These aspects are described as follows:

Activity 1: What´s in the box? Numbers, Classroom Objects, words for people

Objective

- To discriminate pronunciation of basic terms of vocabulary by identifying them with pictures first, and then with real objects. .

Language function

In this activity, students are exposed to basic vocabulary such as classroom objects, numbers, the alphabet, nous for identifying people as well as a question to ask for information.

Features of the Task

The IGA consists of sheet A and sheet B. Each activity has twenty boxes, which are numbered with distinct numbers between one and one hundred. Some boxes contain pictures representing vocabulary, and other boxes have a number only. Sheet A contains information that sheet B does not, and vice versa. This activity is based on the vocabulary that is presented before introducing Unit one of *English Level 1.*

Procedure and time

- The students are organized in pairs.
- Each pair receives the worksheet containing an IGA.

- The learners need to ask for the name of the objects that are missing in the boxes by using the question: What is in the box number___?

- Once they have the information, they draw the object and write down the word they hear.

- The activity is planned to be carried out in ten minutes.

Activity 2: What´s your name? Personal Information

Objective

- To develop students' ability of giving and asking for personal information about himself/herself and about other people in spoken way.

Language Function

Students use simple information questions, which ask for details about peoples´ names, names of relatives, age, hobbies, occupations, and favorites. Also, they use statements to give information. This activity is based on topics of unit one of *English Level 1.*

Features of the Task

This information Gap Activity consists on sheet A and sheet B. Sheet A contains information that sheet does not and vice versa. Both sheets have the photo of three famous characters and an empty box where the students must draw the classmate they work with. Some characters´ personal information is presented along with the picture, but some information is missing. Thus the learners must complete the gap. This task is based on topics of unit one of *English Level 1.*

Procedure and time

- The students work in pairs.

- Each pair is given an activity, sheet A and sheet, which sheets contain a list of questions

- To complete the information that is missing in each sheet, the learners have to ask questions related to the characters´ names, ages, names of parents, occupations, favorite food, and hobbies. The sheets suggest some sample questions such as to guide the learners in their oral work.

- . The activity is planned to be carried out in twenty minutes.

Activity 3: Nice to meet you! - Introducing oneself

Objective:

- To obtain classmates´ personal information by interviewing them.

- To introduce classmates to other students by sharing the personal information gathered through the interview.

Language Function:

By performing this activity, the learners practice asking information questions, and giving information about favorites, relatives, friends and leisure time activities. Also they use simple affirmative statements to introduce the classmate they interviewed to the other students.

Features of the Task

The IGA consists of sheet A and sheet B. This activity is made up of a list of information questions to interview a classmate. Also, the activity suggests that each interviewee must be introduced to other students in oral way, by using the gathered information. This activity is based on topics of unit one of *English Level 1.*

Procedure and time

- The students work in pairs.

- Each pair receives the worksheet containing the questions to interview his/her classmate.

- The interview and the presentation of the classmate to the rest of the classmates are planned to be carried out in fifteen minutes.

Activity 4: Famous Performers - Guessing the character

Objective:

- To identify famous people by asking questions about their characteristics and occupations.

- To strengthen the use of information questions in spoken language. .

Language Function

The students use closed questions in order to ask about and guess the name a character. Thus the questions need to be answered with a single word: yes or no. Regarding vocabulary, this activity contains words related to occupations of famous people, physical appearance, people´s gender or sex, and nationality.

Features of the Task

This information Gap Activity consists on sheet A and sheet B. Both sheets contain twelve boxes. Sheet A contains information that sheet does not and vice versa. In each activity, six boxes have a photo of a famous person and his/her name, but six boxes are empty. Also the activity contains a group of key words that are useful to create the questions, and to guide the development of the task. . This task is based on the topics of Unit 2 of the course book *English level 1.*

Procedure and time:

- The students work in pairs.

- Each pair is given an activity, sheet A and sheet B.

- To complete the gap, the students need to use the key words to make as many questions as possible until they guess the name of the character that is hidden under the question mark.

- Once the students have the answer, they write the name of the character that is missing in each paper.

- This activity lasts from ten to fifteen minutes.

Activity 5: Where is my backpack? - Asking about locations

Objective

- To indicate the place where objects are located in oral and written way.

Language Function

The activity involves the use of an information question that asks about location. Also it contains a group of key vocabulary about school objects, things for teens, and bedroom objects. To indicate location, the activity suggests a list of repositions of place.

Features of the Task

This information Gap Activity consists on sheet A and sheet B. Both sheets contain a picture of a bedroom in which it is necessary to find their differences according to the location of objects. In the picture there are several objects, and they are located in different places Sheet A contains information that sheet does not and vice versa. Each student need to focus on the sample questions and in the list of missing objects in order to ask about their location. To give information to

his/her classmate, each student must focus on identifying the objects in the picture and on using the key words. This activity is based on the topics of Unit 2 of the course book *English level 1.*

Procedure and time:

- The students work in pairs. Each pair is given an activity, sheet A and sheet B.

- They need to analyze the pictures find the differences that exist between the pictures A and B,

- Then the learner asks about the location of the missing objects.

- To provide information to a classmate, it is necessary to use the key words indicating location.

- After finding out the location of the missing objects, the learners must draw them in his/her picture. .

- This activity is planned to be performed from fifteen to twenty minutes.

Activity 6: What´s your mother´s name? Introducing members of the family

Objective

 - To talk about relatives, their names and ages in order to introduce then to other people.

Language Function

   The activity involves the use of statements based including in most cases the verb to be. The statements expose some information about a common family. In other words, the activity asks the learner to introduce the members of the family. Another function that is practiced is possessive pronouns and the apostrophe as a way of indicating possession.

Features of the Task

This information Gap Activity consists on sheet A and sheet B. Sheet A contains information that sheet B does not, and vice versa. Each sheet contains pictures of the members of two families. There is information about the members of one of the families, but there is not information about the other one. Thus, each student has to share the information he/she has for his/her classmate to complete the gap. This activity is based on the topics of Unit 2 of the course book *English level 1.*

Procedure and time:

- The students work in pairs. Each pair is given an activity, sheet A and sheet B. -

- Each student provides information for the other to complete his/her task. This is done as a dictation.

- For dictating information each student focus on the sample statements and on the information they have in the pictures of the members of the family.

- This activity is planned to be performed from fifteen to twenty minutes.

Activity 7: Where is he from? - Peoples' Nationalities

Objective:

- To talk about people´s native country and nationality through the use of questions and answers.

Language Function

This activity suggests the use of the information question *where is he/she from*? To ask about people´s native country and nationality. Also if foments the use of vocabulary related to some countries of the world.

Features of the Task:

As the other tasks of the booklet, this task has to be completed with the participation of two students. Sheet A and sheet B have fourteen photos of recognized characters. The photos include the name of the characters and a space to write the number of their native country. Also each sheet has a map in which the countries are identified with a number. In addition, it has some sample expressions to be used in the development of the activity. This activity is related to the topics of Unit 3 of the course book *English level 1.*

 Procedure and time

- The students work in pairs.

- Each student has to complete the task in sheet A or B. by writing a number that indicates the country where certain famous people are born.

- To give information about characters' nationality, the students have to focus on the name of the charterers and the nationality that is written next to their name.

- The activity is completed when sheets A and B have the pictures of the characters with his/he name the number indicating nationality. Then they mush share this information when his/her classmate asks about it.

- This activity must be done in about 20 minutes

Activity 8: How many pencils does he have? Singular and plural nouns

Objective

- To talk about quantity of elements such as classroom objects and things for teens taking into account the number singular or plural, its pronunciation and spelling.

Language Function

This activity proposes the use of singular and plural nouns. Also it foments the use demonstrative pronouns and simple statements to describe number of objects. Regarding vocabulary, the activity presents basic terms such as classroom objects, food and other basic words.

Features of the Task:

The task is designed to be performed in pairs. It has a sheet A and a sheet B. Each sheet has a picture of a man. The man is carrying a huge bag, which contains diverse objects in diverse number. There is also a box in which the students must write a sentences about the objects that differ in number in his/her classmates ´ picture. Therefore, the task is focused on finding differences. To describe the number of objects in his/her picture, the learner could use the sample expressions presented in the worksheet. This activity is related to the topics of Unit 3 of the course book *English level 1.*

Procedure and time

- The students work in pairs.
- Each pair receives worksheets A and B.
- One of the students start describing the number of objects that are in the bag, and asking the other student about the number of the same objects in his/her picture. When finding differences in the number elements, each student writes a sentence describing what is different according to his/her classmate´s information.
- This activity is planned to last from twelve to fifteen minutes.

Activity 9: When is your birthday? Giving information about dates and time

Objective

- To talk about birthday celebrations taking into account the date and place where it takes place.

Language Function

This proposes the use of vocabulary about the months of the years, ordinal numbers and time. Also it includes the use of possessives, information questions and statements to give information about dates, time, and place. Spelling names and last names is also required in the task. .

Features of the Task:

The task is made up by sheet A and Sheet B. Each sheet has seven characters whose information about their birthday celebration is presented below the pictures in an invitation card. There is also an empty box for the students to create a birthday card with his/her classmate´s information. The information includes name of the character, birthday date, birthday´s party date, location, time. Some information is missing in the invitation cards of both sheets. Sheet A has information that sheet B does not, and vice versa. Therefore, the students need to ask information questions to complete the gap. This activity is based in the topics of unit 4 of the course book *English level 1.*

Procedure and time

- The students work in pairs.
- Once they have the papers, they start asking questions to complete the missing information.

- They use the sample questions that are presented in each sheet.

- This activity is planned to be performed in twenty minutes.

- After completing the cards each student exposes the birthday card they created about his/her classmate.

Activity 10: Can you spell your name please? - Making Requests

Objective

- To identify and use request that are necessary in everyday situations.

- To enhance pronunciation though dictation.

Language Function

The main functions of language in this ask is making requests. The requests are related to needs students usually have in the classroom and at home. Vocabulary used in this activity includes topics about classroom environment and objects,

Features of the Task:

The task is made up by sheet A and Sheet B. Each sheet has a list of requests based on a picture. However, there are some pictures in which requests are not presented. Thus, sheet A has requests that sheet B does not, and vice versa. In each picture, there are three requests that correspond to one picture, the other two are incorrect. For that reason, the first step is to read and underline the correct requests. Then the pictures that does not have request needs to be described by using short sentences or single words by one student so that the other student dictate the requests that were underlined and that correspond to the description. This activity is based on unit 4 the book *English level 1.*

Procedure and time

- The students work in pairs.

- Once they have the papers, they read and underline three requests that correspond to each picture.

- Then, they start describing the pictures that don not have information.

- After listening to the description, the other student dictates the three requests that were underlined, which he/she considers are according to the description.

- This activity is planned to last from fifteen to twenty minutes.

Activity 11: How many brothers and sisters do you have? Introducing the members of the family

Objective

- To talk about family trees by identifying each member of the family and the relationship among them

Language Function

This activity foments the practice of information questions about people´s relationships. It requires the use of simple sentences with the verb to be in order to identify each member of the family according to his/her name and relationship with other. Possessive forms are used to talk about a person´s relative. With respect to vocabulary, the topic is the members of the family. For that reason, most members of a common family are mentioned.

Features of the Task:

The task is made up by sheet A and Sheet B. Each Sheet consists of two parts. The first part contains a family tree, which include a character and the members of

her family and their names. .Some information about her relationship with the members of the family is not explicit in the sheets. Family tree in sheet A has information that family tree in sheet B does not and vice versa. The students, then, have to ask each other about the relationship by focusing on the name of the other characters.

In the second part of the activity, each student must describe his/her family so that his/her classmate draws a family tree according to the description. This activity is based on topics of Unit five of the book *English level 1.*

Procedure and time

- The students work in pairs.

- They start the activity by asking questions to find the information their do not have in the family tree.

- To ask for information, the students use the sample questions presented in the activity. In the second part, the students take turns talking about the members of their family. While one describes his/her family, the other draws a family tree based on the information he/she hears.

- This activity is planned to be applied in twenty minutes.

Activity 12: How many eyes do they have? - Making Descriptions

Objective

- To talk about characteristics of objects and people.

- To find details that differentiate elements by describing them

Language Function

This activity fosters the use of adjectives to describe characteristics of the characters and elements that appear in the picture. The picture has people, objects and other beings that can be identified in the list of key words presented on the sheets. Also, it uses simple affirmative and negative statements by using the verb *have* in order to describe appearance of the elements.

Features of the Task:

The task is made up by sheet A and Sheet B. Although the pictures in the sheets look similar, they are not the same. The students then, have to take turns talking about every detail in order to find at least twelve differences between them. To find the differences the students guide their conversation by using the sample questions and answers they have in the sheets. This activity is based on one of the topics of Unit five of the book *English level 1.*

Procedure and time

- The students work in pairs.

- Student that has sheet A starts asking the questions and the key words included in the task.

- To find the differences, each student asks as many questions as possible about the characteristics or appearance of every character or element of the picture. The answers to the questions must be long so that the students can realize the differences.

- After finding a difference, each student writes what is different in his/her classmates´ picture.

- This activity is planned to be applied in twenty minutes.

Activity 13: Does he have brown eyes? - Describing physical appearance

Objective

- To talk about people´s physical appearance.

- To identify and use adequate adjectives when describing people´s physical appearance.

Language Function

This activity focuses on the use of adjectives related to physical appearance and simple statements in order to describe how people look like. Also the activity contains vocabulary related to occupations of famous people, and the parts of the body, particularly the parts of the head.

Features of the Task

The task is divided in sheet A and Sheet B. Both sheets are organized in the same way. They have some pictures of famous characters, which are placed next to a list of adjectives and other key words to describe their appearance. And empty boxes which are close to a list of names of famous people. Sheet A has boxes with information that is missing in boxes of sheet B, and vice versa. This activity is based on one of the topics of Unit five of the book *English level 1.*

Procedure and time

- The students work in pairs.

- They take turns describing the character they have in each picture. When one of the students describes a character, the other one listens and looks at the names he/she has in the list.

- Then she/he guesses who the character is according to the description. A question is applied to find out the name of the character.

- After discovering the name of the described character, his/her name is written in the empty box.

- This activity is designed to be completed in twenty minutes.

Activity 14: Does he like pop music? - Talking about likes and dislikes.

Objective

- To identify phrases and vocabulary to express likes and dislikes.

- To talk about the A person´s likes and dislikes regarding personal interests such as music, food, artists, and leisure time activities.

Language Function

The activity contains language for expressing likes and dislikes. Thus, the students practice the use of questions, affirmative and negative statements and the verbs like and hate mainly. The activity requires the use of the third person singular form because the students must talk about a specific person´s likes and dislikes. In addition, there are some phrases and verbs to express leisure time activities.

Features of the Task

The task consists of sheet A and sheet B. There is a character in the middle of sheets A and B, This character is surrounded by some pictures representing what he likes and does not like. There is a happy or sad face next to the pictures. The sad face means dislikes and the happy face means likes. In both sheets, there are pictures that don´t have a happy or sad face. Sheet A has pictures with faces that sheet B does not. In consequence, the learners are required to find out the

missing information. This activity is based on one of the topics of Unit six of the

English Book.

Procedure and time

- The students work in pairs.

- They look at the picture in their papers.

- Then, each student starts asking for the information that is not in the sheet. He/she use the sample expressions included in the sheets. He/she asks whether the character likes certain music, famous person, and activity or not.

- The other student looks at the happy or sad face that is next to each picture, and gives information.

- The task is completed by drawing a face indicating like or dislike.

- This activity is designed to be completed in ten fifteen minutes

Activity 15:
What are you crazy about? - Talking about likes and dislikes.

Objective

- To identify phrases and to express personal likes and dislikes.

- To talk about personal likes and dislikes regarding one´s own interests such as music, food, artists, movies, songs, and leisure time activities.

Language Function

The activity contains language to establish a conversation about likes and

dislikes and favorites. The students need to use phrases to talk about what they

like or do not like regarding a list of topics they have in the sheets. These phrases

are presented in the sheets. They consist of affirmative and negative statements, and short questions that are helpful to change roles when speaking.

Features of the Task

The task consists of sheet A and sheet B. Each sheet has a box, which is divided in three columns. In the first column there is a list of topics about likes and dislikes. In the second column, there are gaps to be completed with likes or favorites. In the third column, there are gaps to be filled with dislikes. Also, in the sheets there is a box containing useful phrases for the students to express their ideas. This activity is based on one of the topics of Unit six of the *English Book*.

Procedure and time

- The students work in pairs.

- They start performing the activity by taking turns to talk about their preferences, related to each topic they have in the sheets.

- This is done through the use of the sample expressions included in the sheet.

- After they exchange their information, each one of them writes, his/her classmate´s likes and dislikes in the gaps.

- -This activity must be carried out in about fifteen minutes.

Activity 16: Who is she? - Asking about Specific Personal Information
Objective

- To identify specific personal information in order to transmit it by using spoken language.

- To foment the comprehensions of written texts in order to talk about the information they include.

Language Function

This activity involves the use of information questions and answers with the purpose of finding information about dates, nationality, members of the family, and likes and dislikes. The vocabulary to be used in this activity is related to each one of these topics. Moreover, to perform the activity, the learner needs to demonstrate reading comprehensions skills since he/he needs to find certain specific information, and communicate this data to his/her classmate.

Features of the Task

The task consists of sheet A and sheet B. In both sheets, there is short biography about a recognized person. However the sheets do not have the same information. The content of the reading material seems similar in sheets A and sheet B, but it is not the same. One of the reading passages has some details that the other does not, and vice versa. For that reason, next to each reading material, there is a list of information questions about the details that are bot mentioned for the students to use them, and find out the answers. This activity is based on the activities of the English book, which focuses on cultural matters.

Procedure and time

- The students work in pairs.

- They read the text for some minutes.

- Then they ask each other the questions they have in the papers.

- They listening each other´s questions and answers.

- Finally they complete the gaps by writing the information they have.

- This activity is planned to be developed in fifteen minutes.

Activity 17: Tell me about you! - Asking about Personal Information
Objective

- To talk about other persons and about oneself, by exposing information

   related to diverse aspects of their lives.

- To make use of the language presented in previous activities in order to

   express ideas based on real life.

Language Function

This activity combines most of language that was exposed in previous tasks. It

involves the use of expressions and vocabulary to talk about family, to introduce

people, to describe people´s physical appearance, to talk about favorites and

about leisure time activities. To find out and share information, it is necessary to

use information questions and statements in oral and written way.

Features of the Task

The task consists of sheet A and sheet B. Each sheet has three parts. In the first

part, there is a table for each student to ask for a classmate´s information by using

the sample questions of the sheets. The questions are placed under the topics that

the students must ask about. For the second part it is necessary to summarize in

oral way the information gathered in the first part. This part of the task is done in

front of the class. The third part requires writing a short biography by taking the

information collected in the first part of the task. As mentioned before, this activity

is based on some of the main topics of The English Book 1.

Procedure and time

- The students work in pairs.

- They complete the charts by asking each other, the suggested questions.

- Then, each student has to summarize in oral way the information he/she gathered from his/her classmate. He/ she must present the summary of the information as spoken report taking into account all the topics and the information

- In the third part the students use the information she/he gathered in order to write a short biography about his/her classmate in their papers.

- This activity should be done in about thirty minutes.

Information Gap Activities included in the booklet foment the development of speaking skills mainly. However, the practice listening, reading and writing skills is not isolated. Listening and speaking are inseparable skills. Writing is required to take notes about the answers that complete the gaps, and reading is required to comprehend instructions and some sections of the tasks.

CHAPTER IV

Conclusions and Recommendations

4.1 Conclusions

As mentioned before, the lack of ability to use spoken language is a common problem in many Ecuadorian EFL learners. The development of the research has contributed to exploring possible alternatives to reach to the solution of this problem. Also the investigation has been important since it has created an awareness of the wrong procedures that are being carried out by teachers in their classes.

It is important to recognize the fact of having read and analyzed several sources of information helps to clarify the path of the teacher. After finishing the research work, it is understood   that it is essential to focus on what the learners need to learn, how they learn, when they need to learn, and even why they need to learn English. The Ecuadorian educational environment, and the guidelines established to perform EFL teaching and learning in this environment have been taken into account.

English teaching in Ecuador must correspond to the requirements established by the National Curriculum Guidelines. Basing the teaching process on these criteria is indispensable since all the aspects and indications included in the Curriculum are taken from the Common European Framework of Reference for Languages. Teaching according the suggestions of the National Curriculum, therefore, leads to learning in agreement with international standards

With respect to English teaching planning, the analysis of the problem before the elaboration of this investigation and a teacher´s point of view with respect to

student´s weaknesses for learning, have made evident the need of improving

teaching techniques. Since the main problem is using spoken language, it is

required to look for techniques that foment oral communication. It has been found

that teaching in communicative situations is the way to overcome the problem. The

practice of Communicative Language Teaching is supported in many research

works. The reliability of this method is also mentioned in the Ecuadorian National

Curriculum for English teaching.

The analyses of theories about Communicative Language Teaching have been

useful to identify and propose type of tasks to make learners use the target

language to communicate in the classroom. These tasks are Information Gap

Activities.

Focused on the characteristics and level of competence of beginning learners of

public high schools, a booklet has been created that contains IGAs to strengthen

the students' abilities to use the target language. It is expected that the IGAs that

are presented in this research work become useful material to foster

communication skills in beginning students of public high schools.

The obstacles that impede English learning in some Ecuadorian high schools

usually occur because of the teacher´s lack of preparation to present an adequate

class. Many teachers still use traditional methods, especially the Grammar

Translation Method. Some teachers might believe that this method makes the

presentation of the class easier and simpler; even if the learners do not assimilate

the knowledge in a meaningful way, as expected. It is true that students should

build their own knowledge, but without the presence of a good leader to guide

them, learning is difficult. For that reason, it is said that teachers are key elements to conduct the students to failure or success in their school life.

4.2 Recommendations

Studies have revealed that Information Gap Activities represent a suitable option to foment the use of spoken language in the learners. In classes where students are tired of working in a passive way, interactions usually catches their attention, and makes them work without problems.

The booklet that is presented along with this research contains IGAs related to some of the topics of *English Book* 1. IGAs have been adapted to this course with the purpose of supporting the development of oral skills of public high school beginning learners. These activities are suggested to be applied in the stages of construction or consolidation of knowledge.

Even if the time to apply each activity is indicated, it is important to set an adequate amount of time to perform IGAs in the class. This should be done especially if the performers are beginners because not all of them work in the same way.

Finally, another suggestion for teachers is to include in their lesson plans at least one IGA for the students to get used to speaking in the class. Without the use of material that foments oral communication, learners´ deficiency to use the target language will not be overcome.

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APPENDICES

Appendix 1: Interview Questions

1. What are the main difficulties that beginners usually face when performing oral work?

2. What strategies do you apply to develop leaner's´ speaking skills?

3. Have you ever used communicative activities in your classes?

4. How often do you apply these communicative activities in your classes?

5. Do you believe that students are able to develop their oral skills and learn quickly when the teacher uses Communicative Activities in an EFL class?

6. Could Communicative Activities make the learners worry about making mistakes when speaking?

7. How to optimize the communicative activities in order to achieve or improve the oral skills development?

8. What does the National Curriculum suggest about teaching English to communicate?

9. In your opinion, what are the most important aspects to learn in order to develop speaking skills?

10. How to provide students with the correct tools to make them improve their oral skills?

11. What do you know about IGAs?

12. Have you applied the in your classes?

Appendix 2: Information Gap Activities - Index

INFORMATION GAP ACTIVITIES

INDEX

Appendix 3: Information Gap Activities

Activity 1 **What´s in the box?**

Vocabulary: Numbers, Classroom Objects, words for people

Instructions: *Sheet A*
- Work in pairs
- Use the sample questions to ask for the missing vocabulary.
- Once you have the information, write each word where it correspond and represent it with a drawing.

Sample Questions: **A:** *What´s in box number _1_ ?*
 B: *In box number 1 there is a __ / in the box number 1 there are_____*

1.	15. letter z	8. window	40.
58. four pencils	3.	83. Folder	100.
44.	93. Desk	39.	20. School
48. Clock	95. Boy	12.	55.
70. house	17.	69.	32. Letter g

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Activity 1

What´s in the box?
Vocabulary: Numbers, Classroom Objects, words for people

Instructions: *Sheet B*
- Work in pairs
- Use the sample questions to ask for the missing vocabulary to complete the chart. .
- Once you have the information, write each word where it correspond and represent it with a drawing.

Sample Questions: A: *What´s in box number _1_ ?*
  B: *In box number 1 there is a __ / in the box number 1 there are_____*

1. **English Book**	15.	8.	40. **Girl**
58.	3. Door	83.	100. Pen
44. Eraser	93.	39. ruler	20.
48.	95.	12. Computer	55. Chair
70.	17. Math Book	69. Guitar	

Activity 2

What´s your name?
Personal Information

Instructions: Sheet A

- Work in pairs
- Use the sample questions to ask for the missing information and to complete the empty boxes.
- Once you have finished, choose one of the characters and summarize all the information you have about him/her in oral way.

Sample Questions:

Who is the character?	*His name is …………………*
How old is he?	*He is……………. Years old*
Who are his parents?	*His parents are………………..and*
What is his profession?	*………………He is a……………………………….*
What is his favorite food?	*His favorite food is …………………………*
What are his hobbies?	*His hobbies are…………………………………*

Character				Your classmate
Name	Bruno Mars		Angelina Jolie	
Age		53		
Parents´ names	Peter and Bernadette Hernandez		Jon Voight and Marceline Bertrand	
Profession		Politician		
Food	"Adobo Chicken"		Fast-food (McDonalds)	
Hobbies		To play basketball with friends.		

Activity 2

What´s your name?

Personal Information

Instructions: Sheet B
- Work in pairs
- Use the sample questions to ask for the missing information and to complete the empty boxes.
- Once you have finished, choose one of the characters and summarize all the information you have about him/her in oral way.

Sample Questions:

Who is the character?	**His name is …………………**
How old is he? .	**He is…………….. years old**
Who are his parents?	**His parents are………………and ………………**
What is his profession?	**He is a……………………………**
What is his favorite food?	**His favorite food is …………………………**
What are his hobbies?	**His hobbies are……………………………….**

Character				Your classmate
Name		Barack Obama		
Age	26		39	
Parents´ names		Ann Dunham and Barack Obama		
Profession	Singer		Actress, model	
Food		Salmon and Vietnamese dishes.		
Hobbies	To write songs		To collect books	

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Activity 3

Nice to meet you!
Introducing oneself

Instructions: Sheet A
- Work in pairs
- Use the sample questions to ask your classmate about the missing information
- Transcribe his/her answers.
- Once you have finished, introduce your classmates to the rest of your classmates.
- Tell everything you found out about him/her in oral way.

a) **Complete the information.**

What´s your name?	
What is your last name?	
Who is your father?	
Who is your mother?	
What is your hobby?	
Who is you favorite actor?	
Who is your favorite singer?	
What is your favorite food?	
When is your birthday?	
Who is your best friend?	
Nice to meet you!	

b) **Share the information with your classmates.**
   Example: *My classmate is_____ His/her mother is_____, etc.*

Buri Oswaldo   69

Activity 3

Nice to meet you!
Introducing oneself

Instructions: Sheet B:

- Work in pairs
- Use the sample questions to ask your classmate about the missing information.
- Transcribe his/her answers.
- Once you have finished, introduce your classmates to the rest of your classmates.
- Tell everything you found out about him/her in oral way.

a) **Complete the information.**

What´s your name?	
What is your last name?	
Who is your father?	
Who is your mother?	
What is your hobby?	
Who is you favorite actor?	
Who is your favorite singer?	
What is your favorite food?	
When is your birthday?	
Who is your best friend?	
Nice to meet you!	

b) **Share the information with your classmates.**
   Example: *My classmate is_____ His/her mother is_____, etc.*

Activity 4

Famous Performers
Guessing the character

Instructions: Sheet A

- Work in pairs.
- Guess the character that is missing by asking questions related tom his/her sex, occupation, nationality, and physical appearance.
- Use the sample questions to complete the missing information.
- Once you have your information complete. Take turns to talk about each character.

Sample Questions?	Key words
Is he/she a/an…?	American, woman, old, actor, handsome, man, actress, Ecuadorian, European, young, politician, soccer player, singer,
Is she/he...?	tennis player, DJ, writer, dancer, beautiful. Musician, newscaster.

Name:_____	Rafael Correa
G. Garcia Marquez	Name:_____
Name:_____	Rihana
Fausto Miño	Name:_____
Name:_____	Alfonso Espinoza.
J.K.Rowling	Name:_____

Activity 4

Famous Performers
Guessing the character

Instructions: Sheet B

- Work in pairs.
- Guess the character that is missing by asking questions related tom his/her sex, occupation, nationality, and physical appearance.
- Use the sample questions to complete the missing information.
- Once you have your information complete. Take turns to talk about each character.

Sample Questions?	Key words
Is he/she a/an…?	American, woman, old, actor, handsome, man, actress, famous
Yes, he is. /no he isn´t	Ecuadorian, European, young, politician, soccer player, singer,
Is she/he...?	tennis player, DJ, writer, dancer, beautiful. Musician, newscaster.

Johnny Deep.	? **Name:_____**
? **Name:_____**	**Maria Sharapova**
Enma Watson	? **Name:_____**
? **Name:_____**	**Barack Obama**
DAVID GUETTA	? **Name:_____**
? **Name:_____**	**Leonel Messi.**

Activity 5

<div align="center">

Where is my backpack?
Asking about locations

</div>

Instructions: Sheet A

- Work in pairs
  - Look at the objects you have in your picture. Then look at the box and identify the objects that are missing in your picture.
  - Complete the picture with your classmate´s help.
  - Use the sample question and key words,

Sample Question	Missing Objects	Key Words: Indicating locations,
Where is the ……	Computer, magazines, camera, ball, cell phone, clock.	Under, at, in, on, above, in front of, behind, between.

A) Draw the missing objects in the indicated location.

B) Write sentences inicating the location of the missing objects: Transcribe your classmate´s answers and add your own sentences (3).

Example: *The TV is in front of the girl.*	

Activity 5

Where is my backpack?
Asking about locations

Instructions: Sheet B
- Work in pairs
- Look at the objects you have in your picture. Then look at the box and identify the objects that are missing in your picture.
- Complete the picture with your classmate´s help.
- Use the sample question and key words to get information.

Sample Question	Missing Objects	Key Words: Indicating locations,
Where is the …	Picture, boy, juice, cat, dog, backpack,	Under, at, in, on, above, in front of, behind, between.

A) Draw the missing objects in the indicated location.

B) Write sentences inicating the location of the missing objects: Transcribe your classmate´s answers and add your own sentences (3).

Example:_The TV is in front of the girl._	

Activity 6

What´s your mother´s name?
Introducing members of the family

Instructions: Sheet A
- Work in pairs
- Introduce the Sarah´s family for your classmate to know them.
- Ask your classmate to introduce Bryan's family for you to know them.
- Fill in the blanks with their names and age.
- Use the suggested expressions to introduce each family.

This is Sarah, Her father is…../ her father´s name is…..He is……..years old.

a) Sarah´s Family

a) **Bryan´s family**

Activity 6

What´s his mother´s name?
Introducing members of the family

Instructions: Sheet B
- Work in pairs
- Ask your classmate to introduce Sarah's family for you to know them.
- Introduce the Bryan's family for your classmate to know them.
- Fill in the blanks with their names and age.
- Use the suggested expressions to introduce each family.

This is Bryan, His father is…../ his father´s name is…..He is……..years old.

a) **Sarah's family**

Sarah and her family

Bryan´s family
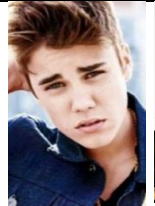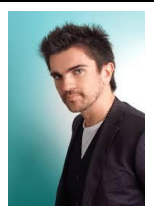
Daniel (43)   Johnny(6)

Mary (35)

Thomas (7)

Age (16)

Bryan and his family:
Mother father, brothers
dog.

Boby

Activity 7

### Where is he from?
Peoples' Nationalities

Instructions: Sheet A
- Work in pairs
- Look at the famous people you have in your picture. Some pictures have a number according to the country the characters belong to, and some pictures don´t.
- Ask your classmate about the missing information.
- Look at the map and write the number of the country they belong to.
- You can use these sample questions.

Q: Where is _____from?   A: _____is from

Q: What is his/her nationality?   A: _____is_____

Characters:

____Dilma Rousseff	3. Carlos Villagran	___ Justin Bieber	7. Enrique Bumbury	2. Kristen Stewart	__ Juanes	6. Chris Martin
____Julian Assange	5. Neymar	__Julieta Venegas	8. Akira Toriyama	____Jackie Chan	4. Sakira	__Brat Pitt
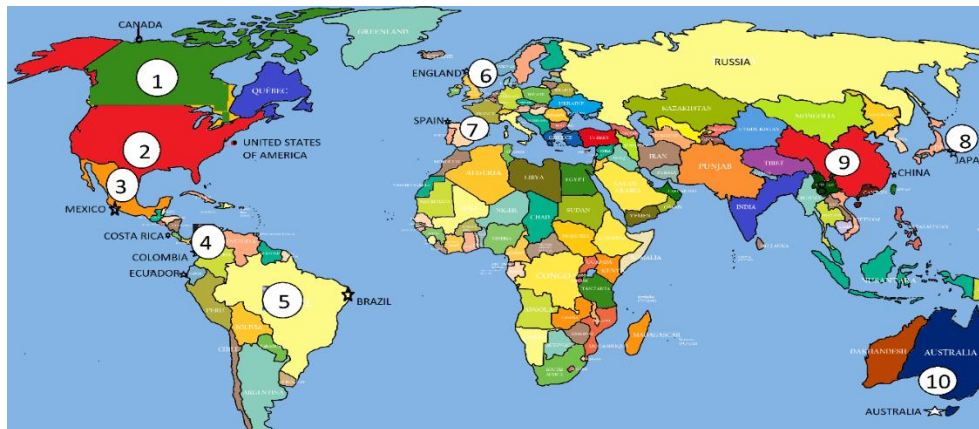
Activity 7

Where is he from?
Peoples' Nationalities

Instructions: Sheet B
- Work in pairs
- Look at the famous people you have in your picture. Some pictures have a number according to the country the characters belong to, and some pictures don´t.
- Ask your classmate about the missing information.
- Look at the map and write the number of the country they belong to. .
- You can use these sample questions.

Q: Where is _____from?	A: _____is from
Q: What is his/her nationality?	A: _____is_____

Characters:

5. Dilma Rousseff	____Carlos Villagran	1. Justin Bieber	____Enrique Bumbury	_____ Kristen Stewart	4. Juanes	____Chris Martin
10. Julian Assange ____	____Neymar	3. Julieta Venegas	_____Akira Toriyama	9. Jackie Chan	____Sakira	2. Brat Pitt
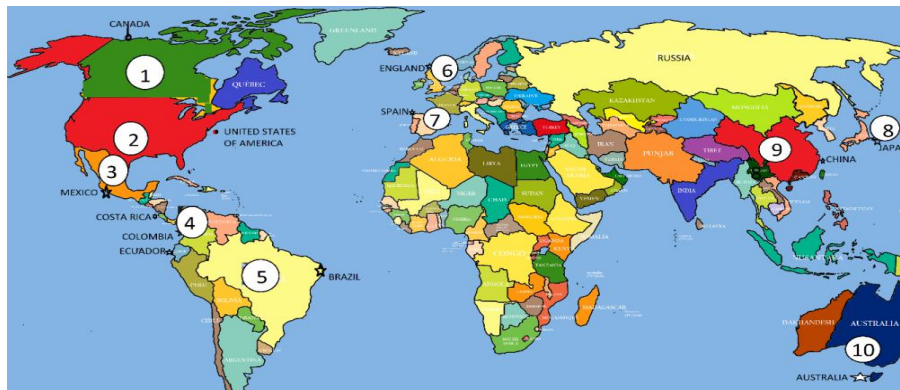
Activity 8

How many pencils does he have?
Singular and plural nouns

Instructions: Sheet A
- Work in pairs
- Look the bag that Tom is carrying.
- Compare the number of objects in the bag with your classmate.
- According to your classmate´s description, make a list indicating the number of each object that differ from the number of objects in your picture
- You can use these expressions.

In this picture, Tom has two rulers in his bag. What about your picture?

What is different in your classmate´s picture?

In that picture, Tom has _____, _____,

_____, _____,

Activity 8

How many pencils does he have?
Singular and plural nouns

Instructions: Sheet B
- Work in pairs
- Look the bag that Tom is carrying.
- Compare the number of objects in the bag with your classmate.
- According to your classmate´s description, make a list indicating the number of each object that differ from the number of objects in your picture
- You can use these expressions.

In this picture, Tom has two rulers in his bag. What about your picture?

What is different in your classmate´s picture?

In that picture, Tom has _____, _____,

_____, _____,

Activity 9

When is your birthday?
Giving information about dates and time

Instructions: Sheet A
- Work in pairs
- Look the people in the photos. They plan to celebrate their birthday party. You don't have information about their birthday celebration.
- Ask your classmate for the information you need in order to create an invitation card for each person´s party.
- You can use these expressions.

> **What´s her/his name?** Can you spell his/her last name please? **When´s his/her birthday?** When/where is her/his birthday party? What time is the party?

1ˢᵗ Character
Name: ……………………
Birthday Date: ……………………..

_____´s Party
Birthday's party date:
_____
Place:_____
Time: _____
See you there!

2ⁿᵈ
Name: Amy Miliback
Birthday Date: June 23ʳᵈ

Amy´s Birthday Party
Party date: June 27.
Place: Los Andes 13-50 street.
Time : 2:00 pm
See you there!

3ʳᵈ
Name: _____
Bithday date: _____.

_____ ´s birthday
Celebration´s date:
_____
Place: _____
_____
Time: _____
See you there!

4ᵗʰ
Name: Roberto Torres
Birthday Date:October 13ᵗʰ

Roberto´s Birthday
Birthday's party date:
October 15ᵗʰ
Place:Crystal Club(5ᵗʰ Avenue)
Time: 9:00 pm
See you there!.

4ᵗʰCharacter
Name: _____
Birthday Date: _____

_____´s Birthday
Party date: April 1.
Place: _____
_____
Time:_____
See you there!

4ᵗʰCharacter
Name: Michaela Donoso
Birthday Date: December 14

Michaela's Birthday
Party date: December 15
Place:Heroes 30- T2 Av.
Time:9:00 pm.
See you there!

7th Character
Name: Sarah Harrison
Birthday date: Novembe 6

_____s Birthday Party.
Date: _____
Place: _____
_____.
Time : _____
See you there!

8th You r classmate
Name: _____
Birthday date:_____

_____.
Party date:
_____
Place: _____
Time:_____
See you there.

Activity 9

When is your birthday?
Giving information about dates and time

Instructions: Sheet B
- Work in pairs
- Look the people in the photos. They plan to celebrate their birthday party. You don't have information about their birthday celebration.
- Ask your classmate for the information you need in order to create an invitation card for each person´s party.
- You can use these expressions.

What´s her/his name? Can you spell his/her last name please? When´s his/her birthday? When/where is her/his birthday party? What time is the party?

1st Name: Susan Smith*BirthdayDate:*September25th	2nd Name: _____ Birthday Date:_____	3rd Name: Joel Saenz Bithday date: May 11.	4th Name: _____ Birthday Date: _____
Susan´s Party Birthday's party date: September 30Th Place: JkO 12 street Time: 6: 00 pm. See you there!	___´s Birthday Party Party date: _____. Place:_____ _____ Time : _____ See you there!	Joel´s birthday Celebration´s date: May 13 Place: Americas 22-05 Avenue. Time: 8:00 pm. See you there!	_____´s Birthday Party date: _____ Place:_____ _____ Time:_____ See you there!.
4th Character Name: Alberth Illingworth Birthday Date: April 1	4th Character Name: Michaela Donoso Birthday Date: December 14	7th Character Name: Sarah Harrison Birthday date: Novembe 6	8th You r classmate Name: _____ Birthday date:_____
Roberto´s Birthday Birthday's party date: April 1. Place: The Big house club. Time:7:00 pm.. See you there!	_____'s Birthday Party date: _____ _____ Place:_____ _____ Time:_____ See you there!	Sarah´s Birthday Party. Date: November 7 Place: Greenfield To2Av. Time : 2:00 pm See you there!	_____. Party date: _____ Place: _____ Time:_____ See you there.

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Activity 10

Can you spell your name please?
Making Requests

Instructions: Sheet A
- Work in pairs
- Read the request. Underline three request related to each picture.
- Look at the pictures that don´t have any requests, Then describe your picture using simple vocabulary for your classmate to dictate the requests belonging your picture.
- Transcribe what your classmate dictates to you.

Can you open the door? **Can I ask a question?** **Can I read the instructions?** **Can I take out a pen?** **Can you listen to me?**	
_____ _____ _____	
Can you open the window? **Can I go to a Birthday party?** **Can you give me money?** **Can I close my book?** **Can I play in the computer?**	
_____ _____ _____	
Can you help me, please? **Can I go to the party?** **Can you carry my basket, please?** **Can you hold my hand?** **Can you do my homework?**	
_____ _____ _____	

Activity 10

Can you spell your name please?
Making Requests

Instructions: Sheet B
- Work in pairs
- Read the request. Underline three request related to each picture.
- Look at the pictures that don´t have any requests, Then describe your picture using simple vocabulary for your classmate to dictate the requests belonging your picture.
- Transcribe what your classmate dictates to you.

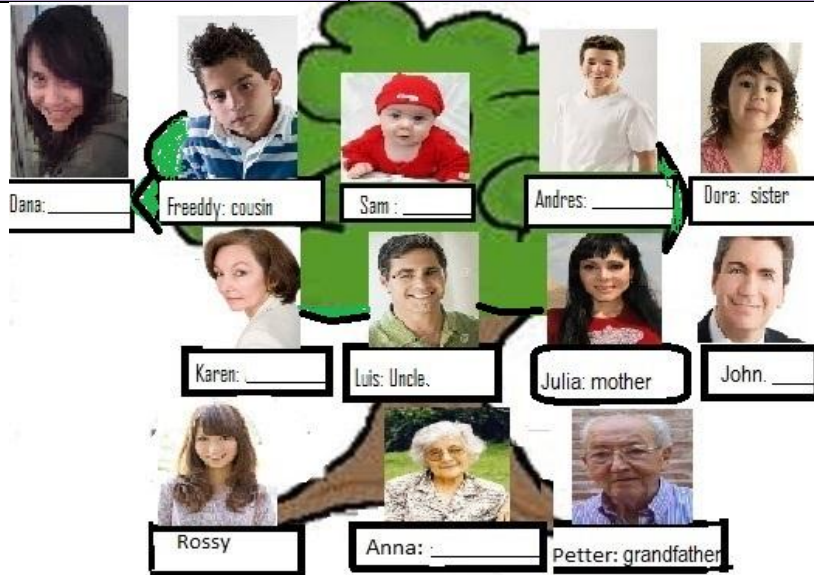|	
_____ _____ _____	
Can I play videogames? Can I go out? Can I play soccer with my friends? Can I go to the bathroom? Can you help me, please?	
_____ _____	
Can you speak aloud? Can you work in silence? Can you read in silence, please? Can I go to school please? Can you stop talking please?	
_____ _____ _____	
Can I take your order? Can you bring me some fruit salad? Can I see the menu? Can I go out? Can you spell your name?	

Activity 11
How many brothers and sisters do you have?
Introducing the members of the family

Instructions: Sheet A
- Work in pairs.
- Look at Rossy´s family tree. Focus on the names of the members whose relationship with Rossy is not mentioned.
- Ask your classmate about the relationship each one of them has with Rossy.

a) Fill in the gaps with the information you get. Use the sample questions.

-Who is Ana? Who is her mother? -What about Dana?	She is Rossy´s _____

b) Ask your classmate for information about his/her family. Create a family tree.

Activity 11

<div align="center">

How many brothers and sisters do you have?
Introducing the members of the family

</div>

Instructions: Sheet B

- Work in pairs.
- Look at Rossy´s family tree. Focus on the names of the members whose relationship with Rossy is not mentioned.
- Ask your classmate about the relationship each one of them has with Rossy.

a) Fill in the gaps with the information you get. Use the sample questions.

-Who is Ana?/ Who is her mother? -What about Dana?	She is Rossy´s _____

Dana: cousin   Freeddy: _____   Sam : cousin   Andres: brother   Dora:

Karen: Aunt   Luis. _____   Julia: _____   John: Father

Rossy   Anna: grandmother   Petter: _____

b) Ask your classmate for information about his/her family. Create a family tree.

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Activity 12
How many eyes do the aliens have?
Making Descriptions
Sheet A
Instructions:
- Find12 differences between your picture and classmate´ picture.
- Start by identifying the names of the characters. Then describe characteristics as well as the characteristics of the objects you see.
- Make a list of the differences that you find in your classmate picture.
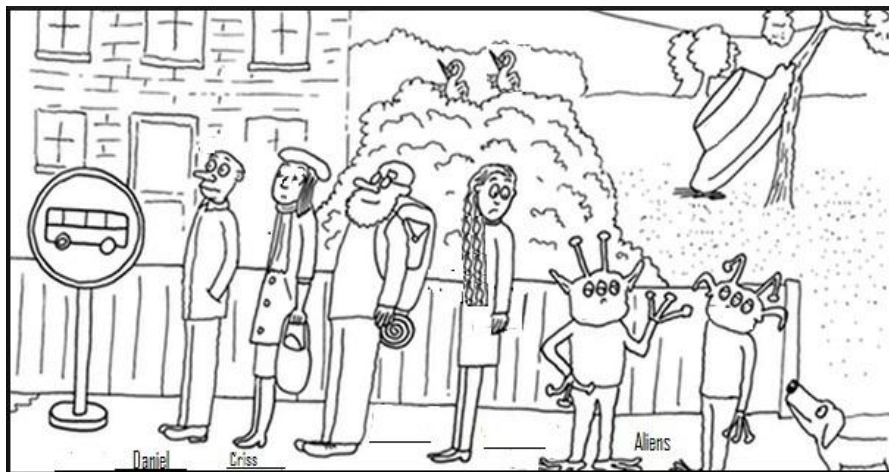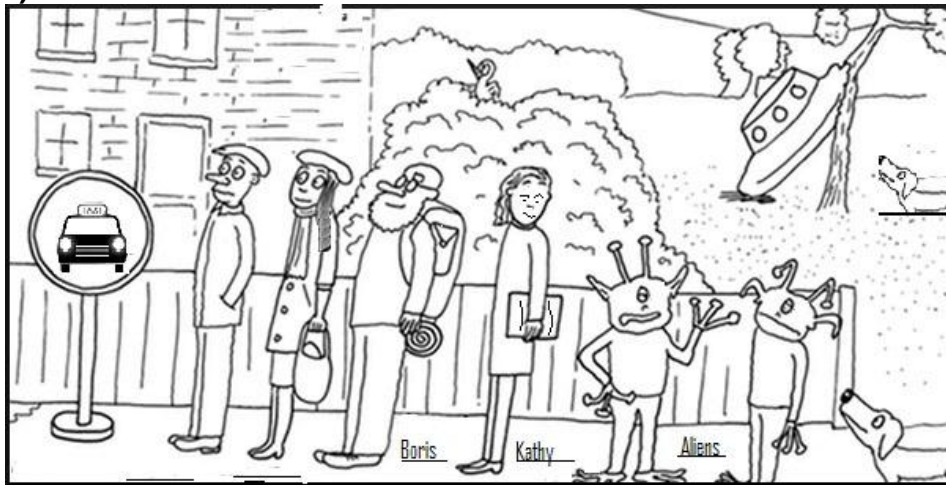- You can use the sample expressions, questions and words presented below.

Sample Expressions	Key Words
What´s the name of the first character? His name is_____ *Does he have* <u>long hair</u>? _____ *He/she/the house/ The aliens has/have_____* *He/she/the house/the aliens doesn't/don´t have_____*	*hair, mouth, eyes, house, dog, spaceship.* *Tall, short, big, small, , long,*

a) Find the differences

b) List the differences.

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

How many eyes do the aliens have?

Activity 12

Making Descriptions

Sheet B

Instructions:

- Find at least 12 differences between your picture and classmate´ picture.
- Start by identifying the names of the characters. Then describe characteristics as well as the characteristics of the objects you see.
- Make a list of the differences that you find in your classmate picture.
- You can use the sample expressions, questions and words presented below.

Sample Expressions	Key Words
What´s the name of the first character? **His name is**_____ *Does he ha*ve <u>long hairr</u>? _____ *He/she/the house/ The aliens has/have*_____ *He/she/the house/the aliens doesn't/don´t have*_____	*hair, mouth, eyes, house, dog, spaceship.* *Tall, short, big, small, , long,*

a) Find the differences

b) List the differences.

1.	**7.**
2.	**8.**
3.	**9.**
4.	**10.**
5.	**11.**
6.	**12.**

Activity 13

Does he have brown hair?
Guessing the character by describing physical appearance

Sheet A
Instructions:
- Work in pairs.
- Look at the picture and describe the character´s physical appearance for your classmate to guess who he/she is according the names listed in the worksheet.
- Choose the Key words that best describe the characters.
- Listen to classmate and guess the character he/she describes. Write the character's name on the lines.
- Work with the sample expressions.

This character is a man. He has……. eyes, etc.

	Key words: Man tall black skin curly hair singer woman handsome big, young brown fat athletic, soccer player white skin eyes mouth straight black.
Character: _____	*Is he/she_____?* - Leonardo Di Caprio - Daniel Radcliffe - Johnny Deep - Draco Malfoy - Eugenio Derbez
 Jennifer López	**Key words:** Thin hair eyes fat, woman long dark straight curly white skin olive skin politician actress, brown short oldman, singer,
Character:_____	*Is he_____?* Daddy Yankee Mark Anthony Andrés Cepeda Luis Miguel Ricardo Arjona
Describe a classmate´s appearance Use the words you need.	Write the name of the student your classmate describes. _____

Activity 13

Does he have brown hair?
Describing physical appearance

Instructions: **Sheet B**
- Work in pairs.
- Look at the picture and describe the character´s physical appearance for your classmate to guess who he/she is according the list of names that are in the worksheet.
- Choose the Key words that best describe the characters.
- Listen to classmate and guess the character he/she describes.. Write the character's name on the lines.
- Work with the sample expressions.

This character is a man. He has……. eyes, etc.

	Is he/she _____ ?
Character:_____	- Leonel Messi - Naymar - Antonio Valencia - Cristiano Ronaldo - James Rodríguez
	Key words: Singer, eyes, actor, black skin, hair, old, handsome, young, black, tall, ugly, short, straight, long, curly, olive skin, white skin. big, brown,
Character:_____	Is he/she_____ ? - Adele - Jennifer Lopez. - Shakira - Belinda - Celena Gómez
	Key words: Singer, eyes, actor, black skin, hair, old, handsome, young, black, tall, ugly, short, straight, long, curly, olive skin, white skin. big, brown,
Describe a classmate´s appearance Use the words you need.	Write the name of the student your classmate describes. _____

UNIVERSIDAD DE CUENCA

Activity 14
Does he like pop music?
Talking about likes and dislikes

Sheet A
Instructions:
- Work in pairs.
- Look at the picture and identify the character´s likes and dislikes according to the faces that are presented next to each picture. Likes (happy face); dislikes (sad face).
- Ask your classmates about what the characters likes or hates and draw the correct face where it is missing.
- Follow the sample questions.

Does he like rock music?	Yes, he does. He likes… No, he hates rock music/ He doesn´t like…
What about chocolate?	Well, He …..

Activity 14

Does he like pop music?
Talking about likes and dislikes

Sheet B
Instructions:
- Work in pairs.
- Look at the picture and identify the character´s likes and dislikes according to the faces that are presented next to each picture. Likes (happy face); dislikes (sad face).
- Ask your classmates about what the characters likes or hates and draw the correct face where it is missing.
- Follow the sample questions.

Does Robert like rock music?	Yes, he does. He likes… No, he hates rock music.
What about chocolate?	Well, He …..

Activity 15

What are you crazy about?
Talking about likes and dislikes

Instructions: **Sheet A**
- Work in pairs.
- Use the sample expressions to talk about the topics listed in the box. Mention things that you like or don´t like regarding each topic.
- Take turns giving you own information about each topic so that the gaps in your sheets can be filled.

Sample Expressions:

About *Actors*:

(+)	(-)
-My favorite..........is....	- I don´t like...
- I like...	- I hate...
- I am crazy about...	- What about you?
- What about you?	

Classmate´s name……………………

TOPICS	LIKES (+)	DISLIKES(-)
Actor		
Actress		
Movie		
Singer/Band		
Song		
Food		
Sport		
Leisure time Activity		

Activity 15

What are you crazy about?
Talking about likes and dislikes

Sheet B
Instructions:
- Work in pairs.
- Use the sample expressions to talk about the topics listed in the box. Mention things that you like or don´t like regarding each topic.
- Take turns giving you own information about each topic so that the gaps in your sheets can be filled.

Sample Expressions:

About *Actors*:

(+)	(-)
-My favorite..........is....	- I don´t like...
- I like...	- I hate...
- I am crazy about...	- What about you?
- What about you?	

Classmate´s name……………………

TOPICS	LIKES (+)	DISLIKES(-)
Actor		
Actress		
Movie		
Singer/Band		
Song		
Food		
Sport		
Leisure time Activity		

Activity 16

Who is she?
Asking about Specific Information

Sheet A
Instructions:
- Work in pairs.
- Read the short biography about Queen Elizabeth II.
- Take turns asking the questions to find the information you don't have in the text.
- Listen to your classmate´s answers and write them on the lines.

Queen Elizabeth II	**More about the Queen!**
Elizabeth II is one of the most important celebrities in Europe. *Elizabeth was in London, England, Nowadays, she is the head of the British Royal British Family. Her husband is Prince Philip Mountbatten. She has three sons and a daughter.* *Her sons are Prince Charles, Prince Andrew, and Prince Edward. .* *She became queen on February 6, 1952. During her reign, she has tried to make the British monarchy more modern and sensitive to the public.* *The queen loves animals, especially horses. In her free time, she often attends to horse races to see her horses.* *With respect to her public life, she has some duties to carry out every day. She usually participates in daily activities such as ceremonies, receptions and visits within the United Kingdom and abroad.* *Queen Elizabeth II is loved by the British population. This makes her an icon of British Culture.*	*1 When is her birthday?* .... 2. What´s her father´s name? ……………………………………….. 3. Who is her daughter? ……………………………………… 4. Where does she live? ……………………………………… 5. What activities does she like to do? ………………………………… ….

Activity 16

Who is she?
Asking about Specific Information

Sheet B

Instructions:
- Work in pairs.
- Read the short biography about Queen Elizabeth II.
- Take turns asking the questions to find the information you don't have in the text.
- Listen to your classmate´s answers and write them on the lines.
-

Queen Elizabeth II	**More about the Queen!**
Elizabeth II is one of the most important celebrities in Europe. Elizabeth was in London, England, Nowadays, she is the head of the British Royal British Family. Her husband is Prince Philip Mountbatten. She has three sons and a daughter. Her sons are Prince Charles, Prince Andrew, and Prince Edward. . She became queen on February 6, 1952. During her reign, she has tried to make the British monarchy more modern and sensitive to the public. The queen loves animals, especially horses. In her free time, she often attends to horse races to see her horses. With respect to her public life, she has some duties to carry out every day. She usually participates in daily activities such as ceremonies, receptions and visits within the United Kingdom and abroad. Queen Elizabeth II is loved by the British population. This makes her an icon of British Culture	1. Where is she from? ----------------------------- 2. Who is her husband? ……………………………… …….. . 3. How many sons and sisters does she have? ……………………………… …….. 4. What animal does the Queen love? ……………………………… ………… 5. What does she do in her everyday life? ……………………………… ………………………

Activity 17

Tell me about you!
Asking Personal Information

Instructions: **Sheet A**
- **Work in pairs.**
- **Ask for your classmate´s information regarding the topics of the box.**
- **Take notes of your classmate´s answers.**
- **Use the information to present a short a short biography in oral way.**
- **Write a short biography about your classmate with the information you have.**

a) Use the questions to get information.

NAME/ AGE	CITY/ COUNTRY	RELATIVES	PHYSICAL APPEA-RANCES	FAVORITES ARTISTS, FOOD MUSIC AND SPORTS	LEISURE TIME ACTIVITIES
_ What´s your name? How old are you?	Where are you from? What´s your nationality. Where do you live	Who is your Father/ mother? What's your…..´s name? How many____ do you have?	Describe yourself.	Who is you favorite____? Do you like_____-?	What do you do in you free time?
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

b) Summarize the information in front of the class.

Example: He is_____. He is _____ years old. His father…, etc.

c) Create a short Biography about your classmate.

……………………………….´s Biography

……
……
……
……

Activity 17

Who is she?
Asking Specific Personal Information

Instructions: **Sheet B**
- **Work in pairs.**
- **Ask for your classmate´s information regarding the topics of the box.**
- **Take notes of your classmate´s answers.**
- **Use the information to present a short a short biography in oral way.**
- **Write a short biography about your classmate with the information you have.**

a) Use the questions to get information.

NAME/ AGE	CITY/ COUNTRY	RELATIVES	PHYSICAL APPEA- RANCES	FAVORITES ARTISTS, FOOD MUSIC AND SPORTS	LEISURE TIME ACTIVITIES
. What´s your name? How old are you?	Where are you from? What´s your nationality. Where do you live	Who is your Father/ mother? What's your…..´s name? How many_____ do you have?	Describe yourself.	Who is you favorite____? Do you like_____-?	What do you do in you free time?
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

b) Summarize the information in front of the class.

Example: He is_____. He is _____ years old. His father…, etc.

c) Create a short Biography about your classmate.

………………………………..´s Biography

………
………
………
………