



ABSTRACT

This “Tesina” is entitled “How pair work helps develop speaking and listening skills”. Our main objective is to do pair work activities to reinforce the activities of the book *Our World Through English* based on Collaborative Learning.

The “Tesina” consists of theoretical, practical part and results of the application. The first chapter is about the theory that supports pair work activities as a way of oral communication.

The practical part has three parts. The first part is about the method we used to apply the activities. The second part mentions 5 types of activities according to Peter Watcyn-Jones. The third part describes the reinforcement activities for the first five units of the book *Our World Through English*.

The last chapter focuses on the application based on the first unit of the book that we did in the 8th level of Técnico Sígsig High School . Also, it contains the results of the Survey and Observation techniques that were used to support this project. We gave a survey to the students and teachers to find out information about their opinions about pair work activities. Also, we observed the students when they were working in pairs, practicing speaking and listening skills.

In the part of appendices , we can find material for the 5 reinforcement units. Also, we have pictures and tape-scripts for the listening part along with the observation chart and the teachers’ and students’ survey about pair work.

Key words: pair work, activities, speaking, listening



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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA**

“How pair work helps develop speaking and listening skills”

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DEDICATIONS

I dedicate this “Tesina” first to God. I also dedicate the “Tesina” to my husband and best friend, Patrick, for his help, constant support, patience, advice and love; to my lovely daughter , Sophia Rose, for being my inspiration; to my mother, Rosa, for always being there for me and for not only being a great mother, but also being an unconditional, supportive friend; to my father, Raúl, for being a good example of a hard- working person; to my brother, Christian, and my sister, Katty, for being the best brother and sister anyone could ask for. Thank you, I love you all.

Mariana Pinos

I would like to dedicate this “Tesina” to God for giving me health and the opportunity to experience many happy times with my family; to my grandmother, Isabel Gallegos, for always spending time with me and helping me throughout my failures and triumphs; to my uncles Juan, Amadeo and Sergio for guiding me in a good way and being like parents, especially Sergio for being patient and helpful to me. Lastly, to my aunt Gloria for listening to me and being like a sister to me.

Patricia Vargas



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INTRODUCTION

After examining the book *Our World Through English*, which is used by public schools, we have realized that the speaking and listening skills in the practice sections of the book are not of satisfactory quality. We feel the book could benefit greatly from more activities, specifically pair work activities. During our time as teachers we've realized that while the book *Our World Through English* is generally ok, it's very basic even for low-level learners and leaves a lot of room for improvement and development of listening and speaking skills.

We've found that another big problem is that the book is designed with small texts talking about other people's lives. These texts have to be repeated and sometimes memorized by the students. The problem is that these texts simply do not engage the interest of the students because the texts are about people they do not know. We feel the book could be modified to help students talk about themselves and their classmates, ideally using pair work.

The book needs to be more aware of what's going to capture the students' interests. Talking about pictures of people they have never met will not be an activity that will help the students retain any speaking or listening skills, as these people and topics are just not interesting. Having students speak about topics of interest, including their own lives and experiences, will no doubt be a more effective approach because they will be eager to speak about themselves and it will come more naturally as the topics are of interest to them.



In our thesis we are going to demonstrate some of the ideas we have which we feel would be able to add to the level of quality of *Our World Through English*. These ideas are going to improve students' listening and speaking skills by giving them more material which will be more interesting and more relatable to them. We feel our activity ideas will reinforce the material that *Our World Through English* already has and our ideas will enhance the students' interest and overall skill level.



CHAPTER I

THEORETICAL PART

1.1 Collaborative Learning

On the topic of pair work it's first important to understand the broader concept of collaborative learning.

Collaborative Learning is the general term used for various forms of education strategies. It involves students working with other students as well as students working with teachers. In collaborative learning it is common for students to be working in groups of two or more. They work together to collectively, try to find a meaning or a solution. There are a wide range of collaborative learning activities, and these focus on the students' development of the class material. The students don't rely on the teacher's help with presenting and explaining the material.

Collaborative learning in the classroom is made up of various characteristics which involve sharing between teachers and students, sharing planning of the lessons and activities with grouping of students to help students learn from other students, and the role of the teacher as a facilitator.

The main goal of collaborative learning is to motivate the students by getting them more actively engaged. Designing and guiding a group does take time and practice but over time good collaborative learning can be developed more skillfully if there are other colleagues helping with the designing and observing of the other's classes. Ideally collaborative learning classrooms will help motivate students and teachers. There are many responsibilities and demands that come with this learning process, but if



done right it can result in an incredibly productive and beneficial learning environment.

1.2 Oral communication

Oral communication is the skill used during both speaking and listening. This type of communication helps students relay their knowledge and understanding within the classroom environment. Students need opportunities in the class to speak and listen in various situations. Pairing students up and putting them into different sized groups will help propel their level of confidence in understanding and of course in fluency. Effective oral communication is made up of many different aspects and acquired qualities. To be effective it's important to always focus on what's being said along with keeping an open mind to various opinions. Letting the other speaker finish his/her thought is a good skill to practice, as interrupting is an annoying habit that many people have whether it's intentional or not. A good habit to practice with oral communication is to, at times, respond with a question. This will show your interest in the conversation and prove you were listening. Also, it's always important to try to avoid sarcasm and put-downs as this can reflect a low maturity level and insecurity.

1.2.1 Pair work

What is pair work? - Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class. Students work in pairs to discuss something, to check answers, and to communicate something.

1.2.2 Teacher- Fronted versus Paired Interaction



According to Brooks, research has revealed that teacher-fronted activities do not present many opportunities for students to negotiate with each other or fully express themselves, one main reason being that in many cases there are a great number of students.

In 1986, Rulon and McCreary reported in an investigation on a comparison of small-group activities and teacher-fronted activities that small-group work produced twice the number of confirmation checks as the teacher-fronted tasks. A confirmation check is when the students say something to confirm they have understood what's being done in class; for example: "I got it".

In their conclusion they noted that learners did much more of the talking when they were put in groups. In contrast, very little negotiation of content or meaning took place in the teacher-fronted classes.

Also in 1986, Porter discovered that learner-to-learner or paired interactions produced many opportunities for self-expression for the students, and if their levels were not a good match it produced even more interaction. For example, an advanced-intermediate pairing produced more negotiation and interaction.

1.2.3 Good reasons for using pair working in an English class.

According to "Harmer" pair work increases the time of student's participation as well as students being able to learn from each other.

Pair work gives students some privacy because when they are communicating there is only one person who is hearing the mistake, so the students will feel more comfortable by working in pairs without the extra attention from other classmates.



Also, pair work develops the students' fluency. This is very important because in the traditional classroom students don't have time to practice speaking so they don't develop this skill. Through pair work, fluency can improve during constant speaking practice in a free environment and without pressure.

When students work in pairs the language they use is more natural than in teacher-fronted. Byrne says that students use the language in an authentic way when they work together, and this means that when students work in pairs they use the language in a more natural way.

The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more personalized, and, subsequently, more memorable for the students. Byrne says that students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom.¹

Another advantage to working in pairs is the wide range of activities you can use, as opposed to having to organize a big activity that would not be able to include all students as much or as often as you would ideally like to. Keeping all students engaged and involved is a big advantage of pair work and having one big activity would not have that effect. Pair work will contribute to a much higher level of motivation and interest in the activities, thus making the class have a more productive environment and be mutually beneficial for the teacher and the students.

Pair work activities also revolve solely around the pairs of students, and not the teacher. This makes sense as the students are the ones whom the focus should be on during the class anyway. They can communicate more at their own pace using this method.

¹ Berčíková, Pavlína (2007) *Teacher's Role in Pair Work*. Taken by Byrne 1989, p 31



In general, pair work encourages cooperation, and through cooperation you will have a much more positive learning atmosphere overall. In a teacher-fronted class a whole different environment is created and it's not one that invites cooperation. It's more of an environment of the students just listening to the teacher. Cooperation would raise the morale and confidence level of the students, which would directly lead to a much happier, more creative and more positive learning environment.

Another huge practical advantage to pair work is the amount of time saved on a lesson in class. When students are divided up into pairs it frees them up to focus on their work more productively. And if students are in pairs they will be doing the same work simultaneously. This will save a great amount of time for the teacher overall, especially if there is more material that needs to be covered later in that class. Using this method is clearly practical and efficient but most importantly fun and effective.

1.2.4 How to overcome some disadvantages with pair work

Like anything, practice makes perfect. Therefore, if a pair work activity is introduced and doesn't go according to plan with the desired outcome, it's important to remember that an advantage to pair work is that it can easily be modified for future lessons. If a pair work exercise falls short of the desired outcome it could possibly be due to a lack of planning by the teacher. This can easily be fixed if the teacher can see what areas need to be planned out in better detail for the next time around.

One common worry for a teacher is that the students would continue to speak in their native language during pair work. This is a potential problem, but not one that can't be avoided. If the students are motivated enough to speak in English and are closely monitored they will continue to



speak in English. If the students are not engaged or monitored enough they will tend to go back to speaking in their native tongue.

The amount of noise generated in the class is one potential disadvantage, but that said, it's not a potential disadvantage that can't be worked around. If the teacher separates each pair of students into parts of the classroom that are far enough away from the other pairs they will be able to make noise without disturbing the other groups. They can communicate privately and enthusiastically. There should of course be a limit to the amount of noise that the teacher should monitor and make the class aware of.

The activity must also be explained very clearly by the teacher before the students are paired up. If it's not explained well enough it will lead to confusion and students will lose interest quickly. This potential problem can be overcome with clear instructions before the activity along with some time to practice before beginning the actual activity.

Most every class has some shy students who don't feel comfortable talking. This could be seen as a potential problem with speaking activities even in pairs. But it's important to remember that even very shy students will feel much more at ease when they are just speaking to one other peer. Group discussions are different, as those are similar to public speaking, which is the most common phobia in the world. Breaking students up into pairs eliminates that phobia of public speaking.

There's also the potential problem of the more dominant students dominating conversation. But pair work will be able to even out the interaction of a dominant student with a shyer student as pair work forces them to take specific roles in the activity. The roles and responsibilities will be divided evenly, thus making it clear to both students that they can't be too shy and passive nor too dominant or their activity or assignment as a pair won't work.



The length of time students are put into pairs also poses a potential issue. Students left alone in pairs for too long can get bored, so it's important for the teacher to keep good track of the time and make sure the activities don't go on too long. This potential problem can also be overcome by the teacher making sure he monitors all groups evenly and giving them feedback. If the monitoring of the groups is not carried out evenly then it's more than likely that some of the unsupervised groups will take advantage of that, start losing interest and/or speaking about other things or simply not carry out their pair work task properly.



CHAPTER II

PRACTICAL PART

In this chapter, our aim is that students develop listening and speaking skills. We will show that pair work will help control the class by allowing students to speak. We are going to describe some activities, specifically the pair work based on Peter Watcyn-Jones *Pair Work 2* book.

This chapter presents some activities in order for students to work in class. These activities help students from the eighth level of high school to listen, speak and reinforce the units of the book *Our World through English 1*. These activities are relatable to every-day student environments.

Each activity has material for students to practice listening and speaking skills. Most of the activities have two sheets for students A and B. We are going to use the communicative approach method to apply these activities because this method allows students to develop listening and speaking skills.

2.1 The description of the method

According to Diane Larsen- Freeman in her book *Techniques and Principles in Language Teaching*, The Communicative Approach Method develops speaking, listening, reading and writing skills. The purpose of this method is to make the students use the language in a realistic context. In order to have real communication, students not only need to know about grammatical rules, they have to be able to use the language by interacting with their classmates.² We agree with this theory because students have to communicate in a real way; it means both speaker and listener have to interchange information. Also, we think that the real purpose of this approach

² Larsen Diane, *Techniques and Principles in Language Teaching*, p: 123



is to communicate fluently, so when students are speaking, we shouldn't interrupt them by correcting their grammatical mistakes.

As the website page titled "ESL Lesson Plans Should Use CLT Approach" indicates: in Communicative Approach, the teacher is no longer the center of attention, the focus is solely on the students, and the teacher is only a facilitator. When the teacher uses this approach, he or she needs to organize students in pairs or groups in order for them to communicate well. Teachers will control the students by walking around the class and helping them develop the different activities.³

2.2 Type of Activity

In his book, Peter Watcyn-Jones mentions eight sections for his activities. We have focused on 5 activities from *Pair Work 2* and we plan to adapt some ideas and create a speaking and listening activity section for the book: *Our World Through English 1*. We chose 5 of them because they are related to the activities in the book, and we can reinforce the units. We are going to develop five units from the book *Our World through English 1*. These activities will be reinforced at the end of each unit.

2.2.1 Ice-breakers / Warm up activities.

These activities are designed to motivate students and capture their attention at the start of class. These activities are to help get the students in the mood for class and help raise the level of energy and enthusiasm. The aim of the activities is to have fun and they're not to be graded. Students who are not as extroverted will have the chance to feel more comfortable in a class environment.

³ <http://teachshare.eslasiaguide.com/esl-lesson-plans-tips/70-esl-lesson-plans-should-use-clt-approach.html>



2.2.2 Role-plays and simulations

In these activities, we want students to play roles or do performances of various situations. Ideally, good role-plays or simulations should be real-life situations so that the students can practice practical situations together. They will learn and have fun at the same time. Students should feel at ease speaking in the class and these types of activities will help their comfort and confidence level.

2.2.3 Information-gap activities.

In these activities, students work in pairs. Then one student has access to all information and he/she has to share this information with his/her classmate. Sometimes both students have access of a part of the information by allowing them to work together. This type of activity gives the students a good opportunity to work as teams, as they rely on each other to finish the activity correctly.

2.2.4 Discussions/Speaking activities

In these activities, students can share and exchange ideas or opinions. These are open forum activities that give the shyer students a chance to contribute some ideas. These discussions should be about relatable topics that will capture the interest of the students, thus making them participate more enthusiastically.

2.2.5 Problem-solving activities.

These activities help students to speak. They have to solve problems, mainly logic problems. These types of activities, if done properly, can be very popular as students like competitions. The instructions of the problem should



be presented very clearly beforehand so that there's no confusion and the students know exactly what their tasks are.

2.3 The description of activities

The activities are related to Peter Watcyn-Jones' activities. These activities will teach students to develop listening and speaking skills. This book contains some speaking and listening activities but we will add-on to the activities more detailed activities of our own. Students will have the book *Our World Through English*, but these activities are extra material we have added.

Each activity has a topic, aim, level, time, preparation, main function, main grammar point, vocabulary, and method.

2.3.1 UNIT 1 GREETINGS AND INTRODUCTIONS

ACTIVITY N. 1

Ice breaker / warm-up activities

Topic: Personal information

Aim: By the end of the class the students will be able to introduce themselves and their classmates. Also, they will be able to listen to and complete some information.

Level: Eight

Time: 30 minutes

Preparation: Copy of handouts from material for activities.

Main function:

Greetings: ask for and give personal information.

Main grammar point:

Verb: be – am, is, are

Verb: go, live



Phrases: What is your name? How are you? How old are you? Thank you.

Vocabulary:

Verbs: be (am, is, are), go, live

Greetings: Hi, Hello, good morning, good afternoon, good evening, good night. Nouns: name, school, student.

Method:

1. Give instructions to the students to write their personal information. Give students the handout. (see Annex 1) (10 minutes).
Divide the class into pairs and give each student a copy of the handout. Each student has to complete his/her personal information and find out their classmate's information by asking him/her, too. The teacher writes an example on the board using his/her personal information. The students have to work for 10 minutes.
2. After students complete this handout about personal information, introduce them to the activity. You could write the introductions on the board. (10 minutes)

A: Hello, I am Patty. What is your name?

B: My name is Mariana. How are you?

A: I am fine thank you. Where do you live?

B: I live in Cuenca.

A: Bye Mariana.

B: Bye Patty

Explain that the aim of the activity is to introduce themselves to their classmates. They are going to meet new people.

The students have to look at the picture and imagine they are at a party and they need to perform a short dialogue by using the previous information. (See Annex 1)



3. After that, the students have two incomplete short dialogues and they have to complete them according to what they hear. Also, they have to act out the situation using role-play. (See Annexes 1-6) 10 minutes.

Commentary about the activity

Students are a little shy when they have to talk about personal information, so we want students to work in pairs in order to socialize with their classmates.

ACTIVITY 2

Information-gap activities

Topic: Following instructions

Aim: By the end of the class, the students will be able to give and follow some instructions. Also, they can listen and identify things.

Level: Eight

Time: 15 minutes

Preparation: Copy of sheet of paper with some instructions. (For students A and B)

Main function:

Give and follow orders and instructions.

Listen and identify things

Main grammar point:

Verb (base form)

Vocabulary:

Verbs: close, open, stand up, sit down, go back, go, write, read, take, draw, show.

Nouns: board, window, door, book, seat, pencil, pen, eraser

**Method:**

1. To introduce the activity with four volunteers in front of the class. The teacher has to perform these actions with volunteers. (See Annex 1) 5 minutes.

Stand up

Close your book

Sit down

Take a pencil

Open your book

Ask one student to give instructions to the rest of the class.

2. Divide the class into pairs. Decide who'll be student A and student B. Give out the appropriate handouts to students A and B.

The students have to do what their classmates are saying. Also, they have to identify the things. They have to work for 10 minutes to practice the instructions.

Student A has to give instructions to student B. (see Annex 1)

Student B has a list of words, so this student has to give instructions to student A. This student has to identify the objects by drawing them on a sheet of paper. (See Annex 1)

Commentary

This topic is very interesting since it can always apply in the classroom, with friends or at home. For this reason, pair work activity is a good way to practice and learn more vocabulary. Students need to be in contact by using English a lot so that they can apply it naturally. The teacher repeats the instructions every day and allows the students to listen and practice the language.



2.3.2 UNIT 2 NUMBERS AND TIMES

Activity 1

Information-gap activities

Aim: By the end of the class the students will be able to give some information about times. Also, they will be able to listen to the numbers.

Level: Eight

Time: 15 minutes

Preparation: a handout of a short dialogue and one with watches showing different times.

Main function:

Ask for and give information about the times and numbers.

Main grammar point:

Verb: be

Formulas: what time is it? What time do you go to school? What time do you.....?

It is

At o'clock

Vocabulary:

Cardinal numbers: 1 2 3 4 5 6.....

Times: minutes

Other: o'clock

Method

1. To introduce the activity you could draw two clocks and point to the times by asking these questions. You have to write the questions and answers on the board. (5 minutes).

A: What time is it?

A: What time do you go to school?

B: It is 6 o'clock.

B: I go to school at 5 o'clock.



Divide the class into pairs and give each student a copy of the dialogue. Each student has to ask his/her classmates the questions that the teacher wrote on the board. The students have to listen to their classmates and point to the times that they hear. (See Annex 2)

2. The students have to listen and complete a short dialogue and then perform it. (See Annexes 2-6)
They have 10 minutes to practice.

Commentary

The topic is about numbers. Students will know something about numbers, so the topic will be easier to introduce. It is important that students can be able to ask and answer the questions about time because it is an every day, practical necessity.

2.3.3 UNIT THREE FAMILIES

Activity 3 Simulations/role plays and Information-gap activities

Aim: By the end of the class the students will be able to give some information about their family. Also, they can listen to their classmates' family information.

Level: Eight

Time: 20 minutes

Preparation: A handout with all the members of a family and one student's picture.

Main function:

Give information about your family.

Ask for information about someone you don't know

Talk about a picture.



Main grammar point:

Present tense third person: be-is, lives, goes, has.....

Formulas: Who is this? What does.....?

Vocabulary:

Verbs: have (has)

Nouns: brother, daughter, father, mother, grandfather, grandmother, husband, mother, sister, son, wife, baby, child, children.

Method

1. Divide the class into pairs: A and B. Give a handout with some pictures to student A. Student B has a handout with the information that describes the pictures; then he/she reads the descriptions and writes the number that it belongs to. (See Annex 3) (10 minutes).
2. Choose a member of your family. Describe your favorite relative. You can write about a member of your family on the board. Use the picture of your family.

This is my father. He lives in Cuenca. He works in a restaurant.

Ask students to take their own pictures. They have to look at the pictures that they have and then they tell their classmates about the members of their families. After that, student A has to choose who is his/her favorite relative and give information about this person to student B. Student B has to do the same as A. (10 minutes)

Commentary

In this activity, students can talk about their favorite person in their families. They can describe him/her. Students will have to talk about why they prefer this person. They will need to have a lot of information about this person.



2.3.4 UNIT 4 MY CLASSROOM

Activity 4 Information-gap activities

Aim: By the end of the class the students will be able to describe their classroom by using prepositions of place. Also, they will be able to listen to each other and know where the objects in the class are.

Level: Eight

Time: 15 minutes

Preparation: A copy of sheet of paper, one copy for student A and another one for student B

Main function

Giving and receiving instructions about where the objects of the class are situated.

Main grammar point

Verb forms

Verb: be – there is / there are / It is.....

Formulas: where is? Where are? When do you?

Prepositions: on, in, at, behind, next to, near, in front of.

Vocabulary:

Nouns: bin, book, ceiling, chair, table, cupboard, eraser, flag, light, lunch, map, notebook, pencil, pen, pencil case, ruler, school bag.

Method

1. To introduce the activity to students, draw an empty classroom on the board. Describe some objects of the class by saying the place where they are found. Draw these objects in the empty room that is on the board. These descriptions have to be realistic.

This is a board. It is on the wall. There is a table near the board.



Divide the class into pairs- A and B. Give each student a copy of the handout with the list of the objects of the class and the empty room. (see Annex: 6).

Each student has to give instructions to the classmate with the list of objects, so he/she has to draw in the empty space what they hear.

2. Give a short dialogue. The students have to listen and complete it. Then they have to perform it. (See Annexes 4-6)

Commentary

Students can exchange information. This activity helps students to speak and listen because they have to draw and describe what they drew in the empty spaces.

2.3.5 UNIT 5 OCCUPATIONS

Activity 5 Warm-up / Ice-breaker and Simulations/Role play

Aim: By the end of the class, the students will be able to give and ask for information about occupations and places of work.

Level: Eight

Time: 15 minutes

Preparation: Handout of a picture with some occupations. (A and B)

Main function

Give and ask for information about occupations and places of work.

Main grammar point

Verb forms: 3rd person "s"

Determiner: a/an for occupations.

Prepositions: at

Formula: what does he/she do?

Where does he/she work?

Vocabulary:

Verb: work



Nouns: accountant, architect, artist, bank, beauty salon, economist, electrician, engineer, factory, farmer, fisherman, garage, hairdresser, home, hospital, hotel, housewife, mechanic, nurse, waiter, office, restaurant, secretary, weaver.

Method

1. To introduce the activity you could write two or more sentences on the board talking about the pictures based on the handout. (See Annex 5)

(Shakira' picture)

This is Shakira.

She is a singer.

She is from Colombia.

(Thalia's picture)

This is Thalia

She is an actress.

She is from Mexico.

Divide the class into pairs and give each student a copy of the handout. This handout has some different pictures. (See Annex 5)

Explain that the students have to work in pairs. They can describe what is in the pictures.

They have the opportunity now to practice speaking.

2. Give students a picture and they have to make a short dialogue acting out roles as if they were actually these people.

Students have to perform these roles. As they work in pairs, both of them have to perform.

3. Students have to talk about their family with their classmates. They have to talk about their occupations and places of work.

Commentary

In this activity, students have the opportunity to speak about occupations. They will be able to relate to some of the occupations in real life because of their families, so they'll be able to practice this vocabulary.



CHAPTER III

In this chapter, we are going to talk about the applications of pair work activities that we did in Técnico Sigsig High School at the eighth level. In order to validate these reinforcement activities, we chose the first unit “Greetings and Introductions”. Our aim was to prove that pair work could help students improve their listening and speaking skills.

3.1 Applying the Process

On Monday October 24, 2011 we went to Técnico Sigsig High School to apply the pair work activities. We first reviewed greetings and introductions and then we explained the basic idea of the activity. After we explained the activity we then asked them if they had any questions. None of the students had any questions so we proceeded to begin the activity. The students had just finished the chapter on greetings and introductions, so the aim of our activity was to reinforce what they had just learned by having them apply listening and speaking skills.

There were 40 students in the class and we divided them up into pairs. They were divided into pairs according to their seating positions in the class. After we paired them up we then distributed the handouts. The first handout was about completing each of their basic, personal information and the same information about their partner. The second handout was about meeting new people at a party and introducing themselves to each other.

The third handout had pictures of small cartoons demonstrating basic greetings and short conversations. The conversations had words missing from them which gave students spaces to complete the missing words. We first read the complete conversations from the cartoons. While we were reading them, the students wrote in the missing words. They had to practice



their listening skills in order to write in each missing word. Once the students completed this part of the activity, they then had to act out the conversation with their partners. While they were acting out the dialogues with their partners we went around the class to check on their progress. Some of the pairs had questions about how to pronounce some of the words as well as some questions about the meanings of some of the words from the conversations. We helped explain the answers to the questions that they had.

While they were doing the activities we walked around and completed the student observation charts. The charts were designed with 3 questions and with boxes for the answers labeled “yes”, “no” or “sometimes” that we could quickly check off. The design of the observation chart was made this way so we’d be able to complete them accurately and efficiently as there were 40 students (20 pairs) for us to check on. We each checked on 10 pairs so we could be as efficient as possible.

After we finished the activities and observations, we then handed out surveys to the students about pair work. These surveys had 5 questions in total. The first 4 were “yes” or “no” questions about their opinions on pair work. The fifth question gave us a chance to receive more detailed feedback on their opinion on pair work by asking them, “Why you like do or dislike pair work?”

3.2 Techniques We Used

In order to validate these activities we used the observation and questionnaires techniques. The Observation technique helped us to find out how students worked in pairs during the activities. Questionnaires helped us to find out the teacher’s and students’ opinions about pair work. These



results and opinions gave us support and feedback for these activities in our project.

3.2.1 Observation

We used a chart to observe students' behavior, communication and participation in the topic of "Greetings and Introductions". (See Annex 8)

3.2.2 Results of observation

Topic: Greetings and Introductions

| Student | Behavior | Communication | Participation |
|---------|--|---|---|
| Pair 1 | They were enjoying pair work. | They weren't communicating in English enough. | They were engaged in the activity. |
| Pair 2 | They were enjoying pair work. | They were using some words or phrases from Spanish. | They were cooperative. |
| Pair 3 | They weren't paying attention to the instructions. | They weren't communicating in English enough. | They were taking turns to ask and answer questions. |
| Pair 4 | They were enjoying pair work. | They were practicing speaking. | They were working helping each other. |
| Pair 5 | They were enjoying pair work. | They were practicing speaking. | They were cooperative. |
| Pair 6 | They were enjoying pair work. | Sometimes, they were speaking Spanish. | They were participating. |
| Pair 7 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 8 | They were enjoying pair work. | Sometimes, they were speaking Spanish. | They were participating. |



| | | | |
|---------|--|--|--------------------------|
| Pair 9 | They were enjoying pair work. | Sometimes, they were speaking Spanish. | They were participating. |
| Pair 10 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 11 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 12 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 13 | They were enjoying pair work. | They were practicing speaking. | They were participating. |
| Pair 14 | They were having fun. | They were practicing speaking. | They were participating. |
| Pair 15 | They were enjoying pair work. | They were practicing speaking. | They were participating. |
| Pair 16 | They were listening to the instructions carefully. | They were practicing speaking. | They were participating. |
| Pair 17 | They were enjoying pair work. | They were practicing speaking. | They were participating. |
| Pair 18 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 19 | They were enjoying the activities. | They were practicing speaking. | They were participating. |
| Pair 20 | They were enjoying the activities. | They were practicing speaking. | They were participating. |



3.2.3 Survey

For the students' survey on pair work we created 5 questions that we felt would give us some insight into their opinions regarding the activities we did. We also made a questionnaire for the teachers to give us some of their insight on pair work activities along with their opinions about the book, *Our World Through English*. (See Annex 9)



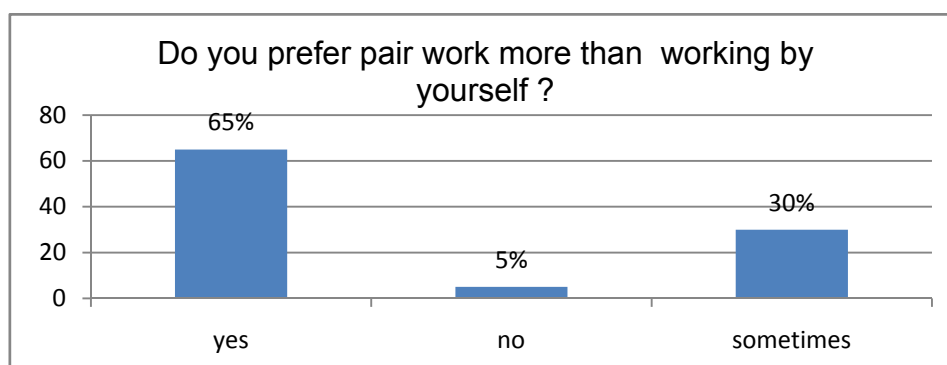
RESULTS FROM THE STUDENTS' SURVEY

Question 1. Do you prefer pair work more than working by yourself?

Table 1

| Students | Frequency | Percentage |
|-----------|-----------|------------|
| Yes | 26 | 65% |
| No | 2 | 5% |
| Sometimes | 12 | 30% |
| Total | 40 | 100% |

Graphic 1

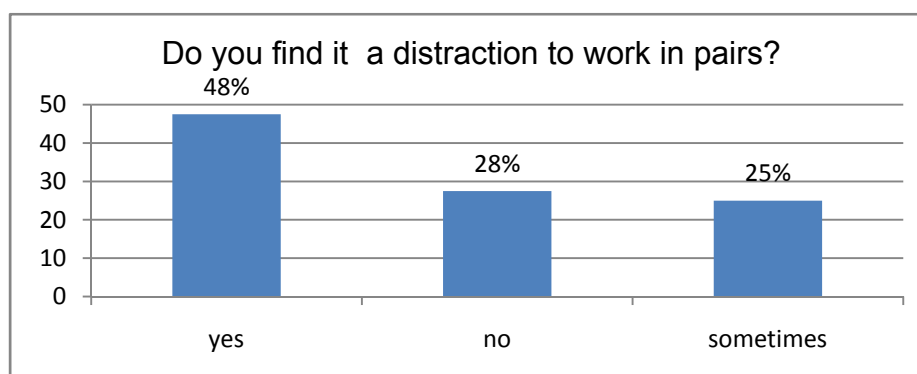


Observations:

We added up the results from the questionnaires and we found that 65% preferred working in pairs rather than by themselves. 30 % preferred sometimes working in pairs rather than on their own, and finally only 5% did not prefer working in pairs and would prefer to be working by themselves. We were pleased with the results we received because only having 5% of students that preferred working on their own rather than in pairs showed us that using pair work definitely proved to have captivated the students' interest and attention. The 30% of the students who preferred to work in pairs sometimes still proved that they were open to the idea of working in pairs rather than being definitely opposed to it. The 65% of students who reported that they preferred to work in pairs showed us that a solid majority were enthusiastically in favor of working in pairs when given the opportunity.

**Question 2. Do you find it a distraction to work in pairs?****Table 2**

| Students | Frequency | Percentage |
|-----------|-----------|------------|
| Yes | 19 | 48 |
| No | 11 | 28 |
| Sometimes | 10 | 25 |
| Total | 40 | 100 |

Graphic 2**Observations:**

These results were truthfully a bit surprising as we felt students generally seemed to be working productively together. From the observation we made they didn't seem to be too distracted while working in pairs. This result actually contradicts their overall, general feedback. 28% said it wasn't a distraction and another 25% said it was sometimes a distraction.

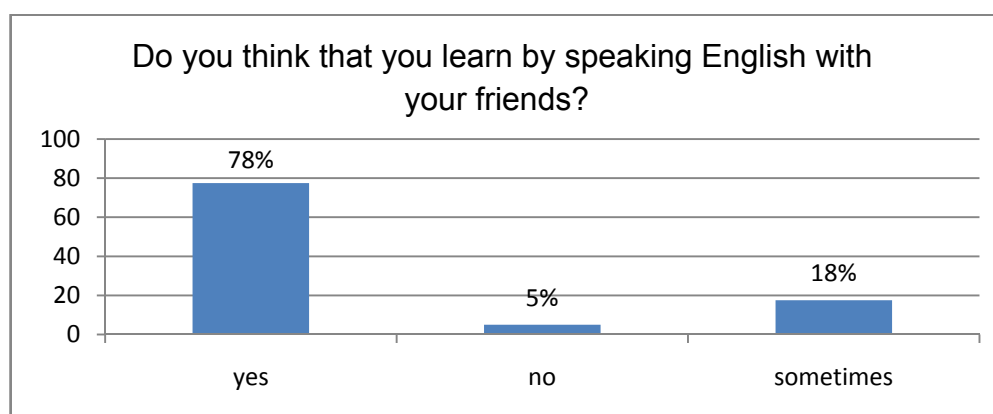


Question 3. Do you think that you learn by speaking English with your friends?

Table 3

| Students | Frequency | Percentage |
|-----------|-----------|------------|
| Yes | 31 | 78 |
| No | 2 | 5 |
| sometimes | 7 | 18 |
| Total | 40 | 100 |

Graphic 3



Observations:

These results clearly showed us that a very large majority of the students (78%) believed that they could learn English by speaking English with their friends. This result was not too surprising as interaction to practice a language is clearly a practical way to improve your general level in any language. Only 18% responded with “sometimes” and just 5% responded with “no”.

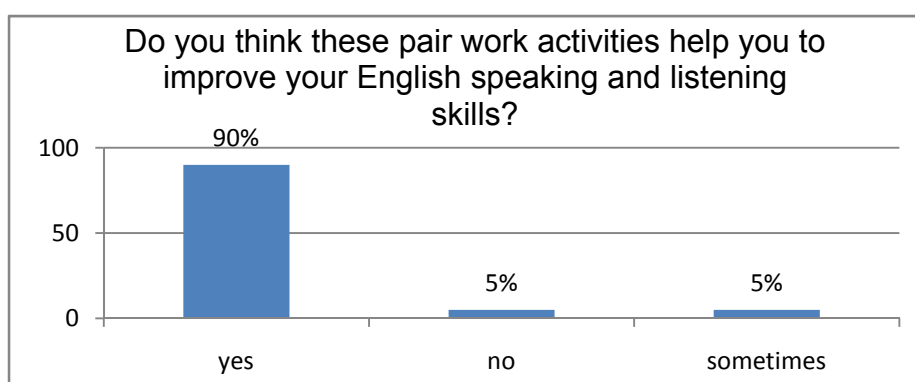


Question 4. Do you think these pair work activities help you to improve your English speaking and listening skills?

Table 4

| Students | Frequency | Percentage |
|-----------|-----------|------------|
| yes | 36 | 90 |
| no | 2 | 5 |
| sometimes | 2 | 5 |
| Total | 40 | 100 |

Graphic 4



Observations:

These results clearly showed that a very large majority (90%) felt that the pair work activities were helpful towards improving their English speaking and listening skills. Only a very small percentage (5%) felt it “sometimes” helped them improve their skills and only another 5% felt it didn’t help them improve their English speaking and listening skills.

Question 5. Why do you like or dislike pair work?

The general consensus from the students on this important question was that they very much enjoyed doing pair work. Almost every student reported back with very positive comments.



RESULTS FROM THE TEACHERS' SURVEY ABOUT PAIR WORK

According to the results of the survey, teachers think that some activities from the book *Our World Through English* are quite complicated and it doesn't have enough speaking and listening activities for students to improve these two skills.

The teachers also felt pair work would definitely help students learn how to listen and communicate more effectively with each other. They felt *Our World Through English* was lacking in activities for effective dialogues. The teachers generally have had a fair amount of experience with pair work and they reported positively about how the students interacted in pairs. Specifically the teachers said that pair work let the students share opinions between themselves as well as being able to learn and practice English effectively in pairs. Teachers also commented on the fact that pair work helps most students express their thoughts more clearly.

Teachers reported that a potential disadvantage of pair work can be when there are a very large number of students in the class, thus making it more difficult for the teacher to keep track of the students' interactions and whether or not they are taking part in the activity properly. Another potential problem can be when one of them does most of the work on their own and the other partner doesn't contribute enough and just copies the other student. Some teachers mentioned some other methods of developing speaking and listening skills. One example a teacher mentioned was playing a song and having the lyrics on handouts for the students. In the handouts there are some missing words and the students have to listen carefully to the song and complete the missing words they hear. (See Annex 10)



CONCLUSION

In summary, we feel that a lot can be added to the book *Our World Through English* by adding more pair work activities, specifically listening and speaking activities. The book does have some activities, but we feel they are very basic and leave a lot of room for improvement. The activities the book has are small texts of short conversations, and we believe the students would benefit more from more realistic and practical conversation and listening activities that have topics aimed at their age group, which would help engage their interest.

In our experience as teachers, we know that it's important for the students' interest level to be as high as possible, and we feel that the book *Our World Through English* from the 8th level is simply not satisfactory in maintaining the students' interest. We decided to do reinforcement activities for 5 units to make the book more complete and helpful for all teachers. We also feel the book would be more mutually enjoyable for both students and teachers, and if students are engaged and having fun, then the class is being taught well.

During our application of our "Tesina" at Técnico Sigsig High School we decided to do the reinforcement activities from the first unit. We realized the students seemed to be participating really well and enjoying what they were doing during the activities. To confirm this we gave out a survey to all the students after the activities were finished, and the results reinforced our thoughts about observing the class activities. The students reported overwhelmingly on the survey that they enjoyed the activities and they felt they were learning during the process effectively in pairs. We also gave the teachers a survey and the teachers reported back positively about their thoughts and opinions of using pair work and they also reported that they felt



Our World Through English could and should be improved by adding more practical activities.

We feel it's very evident that students not only will benefit from working in pairs but that they will also prefer working in pairs, and that's a good combination. Along with students, we feel that using pair work will also benefit teachers, and if the teacher explains and executes the activities well enough, then it will make their job easier along with making them more effective teachers at the same time. We feel that with these changes to the book, the class as a whole will be more enjoyable and effective.



RECOMMENDATIONS

We would recommend to teachers that they should prepare more material for the book *Our World through English* because this book doesn't have enough activities that apply to real life, practical situations. Preparing extra listening and speaking activities would help teachers ensure that they'd be teaching the students more complete lessons throughout the course.

Also, we strongly suggest using pair work in the classroom as much as possible because this is an efficient way for students to interact with their classmates. We think that students can communicate better when they're talking to their classmates because they don't feel too much pressure or feel as shy as they would when they have to speak on their own in front of a whole class.

Pair work can be used effectively if the teacher pays close attention to what the students are doing and the progress they're making. The teacher should be very aware of which students might potentially be a bad combination matched up with another student, so they have to try to do their best to foresee which students should be paired together. When the teacher goes to check on each pair, it's not just to monitor them but also to make them feel comfortable enough to ask questions and to clear up any doubts they may have. The teacher should be very accessible to the students at all times, and if the teacher is busy with another pair when another student has a question, then the student can raise his hand and the teacher will go and check on that pair next.

The teacher has to be prepared all the time, but especially when using pair work because it can be very complicated to improvise in a class.



Monitoring the students properly is the key to making sure pair work activities are carried out as planned and executed effectively.

Another suggestion we have, which we feel is a very important one, is that the activities should be as interesting as possible. The activities have to try to get the interest of the students from the start or it will be a long and tedious activity. The activities are created for the students and are going to be done by the students, so it would be a lot more beneficial for teachers to take the time to try to create some activities that will engage their interest and keep them entertained as they learn at the same time.



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ANNEXES



ANNEX 1

GREETINGS AND INTRODUCTIONS

Unit 1

Activity 1

- 1. Answer the questions below and complete your information**

My Personal Information

What is your name? _____

Where do you live? _____

How old are you? _____

Where do you study? _____

Where are you from? _____

Ask your classmate and complete the information below.

My classmate's Information

What is your name? _____

Where do you live? _____

How old are you? _____

Where do you study? _____

Where are you from? _____

2. Look at the picture and imagine you are in this party

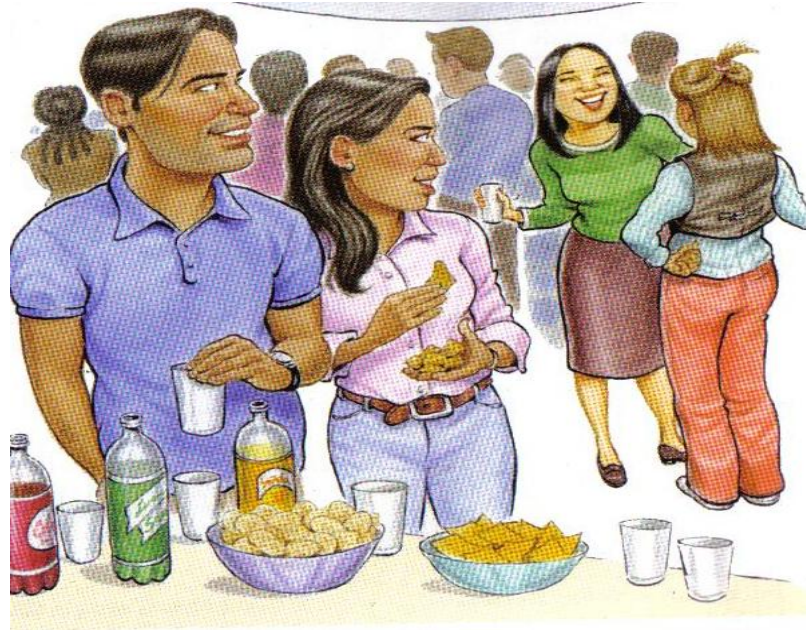

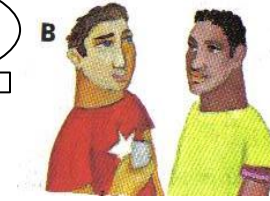


Image from the *Interchange Third Edition- Student's Book 1 A*

3. Listen and complete the dialogues and then act them out.

| | | |
|------------------------------|---|-------------------------|
| Hello. I'm Paul | <p>A</p>  | Hello. ____ Ely. |
| Where ____ Ely? | | ____ from Cuenca. |
| Hello. What is your name? | <p>B</p>  | Hi. I'm Sam. |
| How ____ you? | | I ____ fine. Thank you. |

Images from *Language in Use- beginner (8)*



FOLLOWING INSTRUCTIONS

Unit 1

1. Instructions

| | |
|---------------------------------------|----------------------|
| Stand up | Take a pencil |
| Sit down | Go to the board |
| Open your book/door/ window/notebook | Go back to your seat |
| Close your book/door/ window/notebook | Read |
| Write | Erase |

2. Student A has to give these instructions to student B.

Student A

Stand up
Sit down
Open your notebook
Take a pencil
Write your name
Read
Close your notebook

Student B has to give these instructions to student A. This student has to identify the objects by drawing.

Student B

Open your notebook
Take a pencil
Draw a board
Draw a window
Draw a door
Show me a pencil
Show me an eraser
Show me a book



ANNEX 2

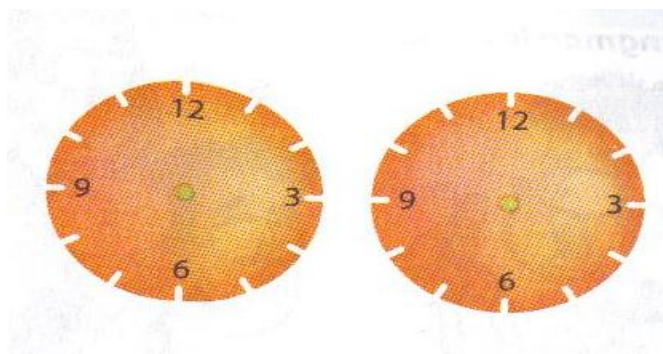
1. NUMBERS AND TIMES

Unit 2

1. Work in pairs. One student has to ask his/her classmate the questions. The other student points to the times on the clocks that were read to them.

What time is it?

What time do you go to school?



Images from the *Our World Through English* book(12)

2. Listen and complete the dialogue and point to the time on the clock. Practice this dialogue with your classmate.

Student A: Excuse me. What time ___ it?

Student B: It's _____ o'clock.

Student A: Oh no, I'm going to be late for a meeting!

Student B: What time is your meeting?

Student A: It's in _____ minutes.

Student B: at _____?! Don't worry; I'll give you a ride in my car.

Student A: Thank you!

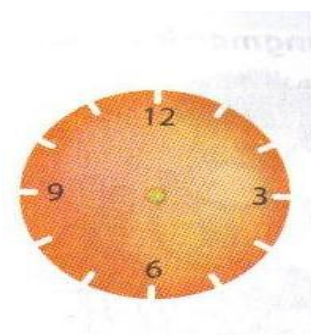


Image from the *Our World Through English Book* (12)

ANNEX 3

FAMILIES

Unit 3

1. Student A has a handout with 10 pictures. Student B has 5 descriptions and has to read the descriptions to student A. Student A then has to choose which picture it is.

Student A



Images from *Language in Use- beginner* (11)

Student B

- a) We have a daughter. She is our little girl. _____
- b) We have two sons and one daughter. _____
- c) We don't have any sons or daughters. _____
- d) We have a son and two baby girls. _____
- e) We have two sons and two daughters. _____



ANNEX 4

MY CLASSROOM

Unit 4

1. **Work in pairs. Each student has a handout with an empty space as a classroom. Student B has a list of classroom objects and in it's also specified on the list where the objects are by using prepositions of place. Student B reads them aloud to student A. Student A then needs to draw the objects from the list in the classroom and needs to draw them in the exact position mentioned from the preposition of place.**

Student A

This information is for B

There is a board.
 There is table. It is near the board.
 There is a chair. It is next to the table.
 There is book on the table.

My classroom

Student B

This information is for A

There is a board.
 There is map. It is next to the board.
 There is a bin. It is near the board.
 There is table near the bin.
 There is a chair behind the table.

My classroom

2. Listen and complete the dialogue. Practice it.

Student A: I have classes from Monday to_____.

Student B: I have classes from Monday to Saturday

Student A: On Monday I have _____. I'm bringing my book.

Student B: Really? When do you have _____?

Student A: I have it on _____.

Student B: I like Physical Education because I don't take notebooks or books.



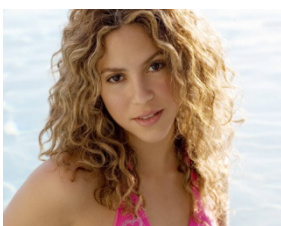
ANNEX 5

OCCUPATIONS

Unit 5

1. Work in pairs. Each student has a different picture with different occupations. Describe the pictures.

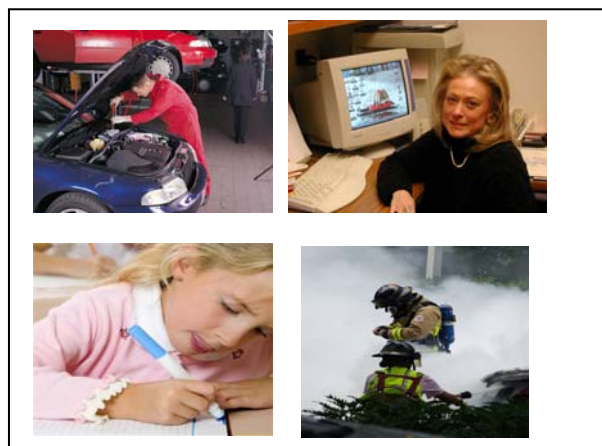
Teacher's pictures



Student A



Student B



<http://www.google.com.ec/imgres?>

2. Practice this short dialogue.

This dialogue is taken from *Enterprise 6*

Student A: Who are you?

Student B: I'm Leslie. I am the new student.

Student A: I'm a teacher and an accountant. I work here and in a bank



ANNEX 6

TAPESCRIPTS

1. GREETINGS AND INTRODUCTIONS

Unit 1

- A. Hello. I'm Paul.
- B. Hello. My name is Ely.
- A. Where are you from Ely?
- B. I am from Cuenca.
- A. Hello. What is your name?
- B. Hi. I'm Sam
- A. How are you?
- B. I am fine.

NUMBERS AND TIMES

Unit 2

- 1. Listen and complete the dialogue and point to the time on the clock. Practice this dialogue with your classmate.**

Student A: Excuse me. What time is it?

Student B: It's nine o'clock.

Student A: Oh no, I'm going to be late for a meeting!

Student B: What time is your meeting?

Student A: It's in 10 minutes.

Student B: at 9:10?! Don't worry; I'll give you a ride in my car.

Student A: Thank you!

MY CLASSROOM

Unit 4

- 1. Listen and complete the dialogue. Practice it.**

Student A: I have classes from Monday to Friday.

Student B: I have classes from Monday to Saturday

Student A: On Monday I have Math. I'm bringing my book.

Student B: Really? When do you have Physical Education?

Student A: I have it on Friday.

Student B: I like Physical Education because I don't take notebooks or books.

ANNEX 7

APPLICATION CLASS



On Monday October 24, 2011 we went to Técnico Sigsig High school to apply the pair work activities.



There were 40 students in the class and we divide them up into pairs.



The students had to practice their listening and speaking skills.



Students were enjoying pair work activities.



While the students were acting out the dialogues with their partners, we went around the class to check on their progress.



ANNEX 8

Observation Chart

| | |
|-----------------------|--------------------------|
| High School: | No. |
| Observation Settings: | Observers: |
| Topic: | Date: |
| | Duration of observation: |
| Comments: | |

| |
|---|
| <p>Observation Form</p> <p>Topic:</p> <p>Students:</p> <p>Grade:</p> <p>Number of students:</p> |
|---|

| Student Observation | Yes | No | Sometimes |
|---|-----|----|-----------|
| Did it seem that they were enjoying pair work ? | | | |
| Did they communicate enough in English? | | | |
| Did it seem like they were being productive? | | | |



ANNEX 9

STUDENTS' SURVEY ABOUT PAIR WORK

1. Do you prefer pair work more than working by yourself?

Yes No Sometimes

2. Do you find it a distraction to work in pairs?

Yes No Sometimes

3. Do you think that you learn by speaking English with your friends?

Yes No Sometimes

4. Do you think these pair work activities help you to improve your English speaking and listening skills?

Yes No Sometimes

5. Why do you like or dislike pair work?



ANNEX 10

TEACHER SURVEY ABOUT PAIR WORK

1. What do you think about the speaking and listening activities in the book:
Our World through English?

.....

2. Do you think these activities help the students to communicate?

.....

3. Have you done pair work often in the past?

.....

4. In your opinion, what are the positive points of pair work?

.....

5. In your opinion, what are the disadvantages of pair work?

.....

6. What are the methods you have used to develop speaking and listening
skills?

.....