

## SUMMARY

This research paper is designed to propose communicative activities which will help to develop communication in an English classroom. In order to set up these communicative activities, we have to analyze certain aspects related to the principles of the Constructivism Theory and the Communicative Language Teaching. Based on the theoretical framework, we have suggested some communicative activities that will be applied to engage students in the learning process. The use of these activities along with a good class environment is essential for the process of learning English, due to the fact that it encompasses the use of communicative competence and authentic material.

After we have set up the theoretical framework, we have been developed a practical booklet for an intermediate level. Thus, the Communicative Language Teaching -CLT- is the approach that supports our booklet. The main objective of each activity is to generate real communication in classes by using social contexts. With these activities, we believe that the learning process will be more dynamic and realistic. In this way, learner will be more motivated because these activities provide the tools to develop the communicative skill in English. If students can communicate with their classmates, the learning process will be more meaningful for them. In other words, through this booklet, students will develop the communicative competence which is very important in learning a new language. Through the proposed activities we want to emphasize the communicative competence because it facilitates an atmosphere where the students feel the need to communicate with their peers by using their real experiences.

**Key Words:** Communicative Language Teaching, motivation, speaking, communicative competence, Constructivism Theory, and communicative activities.

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**“COMMUNICATIVE APPROACH TO FOSTER SPEAKING IN  
AN EFL CLASSROOM AT AN INTERMEDIATE LEVEL”**

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*Al presentar esta monografía como uno de los requisitos previos para la obtención del título de Licenciadas en la Especialidad de Lengua y Literatura Inglesa, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.*

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## ***AUTHORSHIP***

The ideas, opinions, and comments specified in this document are the sole responsibility of its authors, Janeth Faican and Rocío Guncay.

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With love,

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## INTRODUCTION

This research paper is designed to propose communicative activities which will help to develop communication in an English classroom. In order to set up these communicative activities, we have to understand certain aspects related to the principles of the Constructivism Theory and the Communicative Language Teaching. Based on the theoretical framework, we have suggested some communicative activities that will be applied to engage students in the learning process. The use of these activities along with a good class environment is essential for the process of learning English, due to the fact that it encompasses the use of communicative competence and authentic material.

Based on the Communicative approach also called the Communicative Language Teaching -CLT-, we wanted to emphasize the communicative competence because it facilitates an atmosphere where the students feel the need to communicate with their peers by using their real experiences. Consequently, we used authentic materials related to real social contexts. It is helpful because learners do not only use the grammar and vocabulary, but also they use the target language in a real context. By using CLT, we wanted to provide opportunities for students to engage in a real-life communication.

Through the proposed activities, the students will have the opportunity to build their own knowledge. When students are the main actors of their learning process, the new knowledge, that they acquire, becomes meaningful.

In conclusion, the proposed communicative activities will hopefully help students use the language in a real way.

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## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. TOPIC**

Communicative Approach to Foster Speaking in an EFL Classroom at an Intermediate Level.

#### **1.2. DESCRIPTION OF THE PROBLEM**

English has become one of the most important languages all over the world. Therefore, Ecuadorian schools and high schools have incorporated the English subject into their curriculum. In order to support this issue, we tried to hold a conversation with some students at the beginning of this school year. It was really difficult to communicate with them because they did not understand. They only knew some isolated words which did not convey meaning nor a clear message. After this observation, we reacted and reflected about our teaching process. According to our analysis, one of the problems is that the learners have different levels of interest. Moreover, they do not feel motivated to learn English because the topics, used for class discussion, are out of real context. Although, teachers teach vocabulary, it is based on repetition drills which do not really contribute to master communication in English.

This situation has made us realize that we should help change the teaching process. If we create an appropriate environment, our students will feel engaged in their learning process because learners always do their best when they work on activities which are meaningful and appealing.

In short, what we have to do in our classes is to create an active environment where the main actors are our students. In other words, we must emphasize on our students' meaningful production through

communicative activities. This process will engage the students in dynamic and spontaneous communication.

### **1.2.1 CONTEXTUALIZATION**

According to our previous experience, we have realized that students cannot express their ideas and opinions in English due to some major reasons: insecurity, lack of confidence, monotonous activities, unknown contents, and poor communicative activities in the classroom. Therefore, learning becomes a routine and not very motivating. As a result, students feel bored and discouraged. This situation can be overcome with the implementation of communicative activities in order to engage students in a dynamic and spontaneous class. It is possible, if we use more activities that foster communication in an interactive way. Through this work, we will demonstrate that communicative activities provide strategies to improve the speaking skill.

### **1.3 JUSTIFICATION**

We have chosen this topic for two important reasons, to determine practical strategies to foster the use of English in a real context, and to make a booklet that collects activities to improve communication in an EFL classroom.

Because English is one of the most spoken languages to communicate, we decided to set up important strategies to help our students to communicate in English by using authentic contexts. Therefore, communicative activities will provide some facilities and opportunities to use English in real life situations. This kind of learning motivates students to become skilled at English; thus we can say that communicative activities give practical and productive support to communicate feelings, ideas and opinions. With the use of communicative activities, students have the

opportunity to communicate with others in a real context. Besides, we consider important the use of communicative activities in the classroom because they will help students improve their communicative skill. It means students will enjoy learning English because the chosen activities will be centered on their interests which will help them to interact in a natural way.

Because we believe the use of communicative activities in the classroom are important; we are going to design and collect material in order to make a booklet with activities to help students improve their communicative skill.

## **1.4 OBJECTIVES**

### **1.4.1 GENERAL OBJECTIVE**

- To collect communicative activities to foster communication in an EFL classroom.

### **1.4.2 SPECIFIC OBJECTIVE**

- To organize the activities based on the Communicative Language Teaching into categories
- To compile activities into a booklet with selected themes.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 COMMUNICATIVE APPROACH

##### 2.1.1 CONTEXTUALIZATION

Jack C. Richards reports that the Communicative Language Teaching -CLT- is an approach that appears in the 1970's as a reply to traditional language teaching which was based on grammatical aspects of the language. Opposite to it, the main objective of communicative language teaching is to develop the communicative competences, and not only the grammatical competence (9). According to us, it means to use language for a variety of purposes in context, which let us to involve the students in the learning process and increasing their knowledge in a natural way. Harmer Jeremy notes that "language is not just bits of grammar, it also involves language function such as inviting, agreeing and disagreeing, suggesting, etc., which students should learn how to use it" (32).

Consequently, with the use of communicative activities, students can interact in a self-motivated learning situation because these activities provide an environment where the learners feel the necessity to use the language in order to develop some action and tasks. In this way, the students have an active participation in a classroom where they have to work cooperatively, while the teachers are the guides who help the students in the construction of their new knowledge. For this reason, it is important to develop the speaking skill by planning and using communicative activities to engage the students' attention.

Robert Lado comments that "the need and urge to communicate through language to fulfill the complex needs of human beings are a constant stimulus to use language" (34). In other words, communication plays an

important role in human's life because through it, people can convey their opinions or emotions to other people. According to us speaking is the ability of reciprocal exchange information between the listener and the speaker. Roger and Gower report that "Every opportunity for speaking in the classroom should be taken. By trying to communicate, the students realize their need for language, and by speaking they increase their fluency and confidence" (99). For this reason, communicative language approach lets communication because through them students are able to express their ideas in English based on their interest, and feelings.

### **2.1.2 HISTORY**

Over the last 50 years, there have been many changes in ideas about teaching methodology. Of course, Communicative Language Teaching has suffered a re-evaluation and changes, too. Jack C. Richard categorizes those changes into three phases (6):

**Phase 1:** Traditional approaches (up to the late 1960's)

**Phase 2:** Classic communicative language teaching (1970s to 1990's)

**Phase 3:** Current communicative language teaching (late 1990's to the present)

#### **Phase 1: Traditional Approaches (up to the late 1960's)**

The traditional approaches had the grammatical competence as the base of the teaching process. In other words, the grammatical aspects played an important role in the language teaching methodology. Consequently, language learning was essentially understood as a construction of strong knowledge of grammatical patterns and sentence structures. By using this approach, the four skills of language were introduced in the sequence of speaking, listening, reading and writing. Accuracy in pronunciation and the grammar was emphasized from the

earliest stages of language teaching. Learners were discouraged to make errors because there was the conception that errors could become permanent in the student's speech. The methods based on these postulations are the Audiolingualism, initiated in North America, and the Situational Language Teaching, initiated in the United Kingdom.

### **Phase 2: Classic Communicative Language Teaching (1970's to 1990's)**

In the 1970's, the Audiolingualism and Situational Language Teaching started to decline because the grammatical competence in the teaching/learning process was questioned. Learning a language not only include grammar aspects of a language, it is also important to use grammar and other aspects of language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, among others. In other words, communicative competence is necessary in order to use language in a communicative way. Consequently, the goal of language teaching is not only the grammatical competence, but the communicative competence. Therefore, the approach that best adjusts to this requirement was the Communicative Language Teaching that appeared around the 1970's and 1980's. After that, teachers started to reorganize their lesson plans based on the communicative language teaching approach. As a result, communicative language teaching created a great deal of enthusiasm and excitement.

### **Phase 3: Current Communicative Language Teaching (late 1990's to the present)**

Since the communicative language teaching approach appeared, it began to expand as one of the most prominent language teaching methodologies all around the world. Despite its apparent popularity, many teachers get confused about what exactly CLT is.



### 2.1.3 COMMUNICATIVE COMPETENCE

The Communicative Language Teaching Approach recommends that people learn language by using it. In other words, what people have to develop is the communicative competence. Savignon reports that "the communicative competence is integrated by four areas, such as linguistic, sociolinguistic, discourse, and strategic" (10). Each area of the communicative competence is connected intrinsically (See fig. 1).

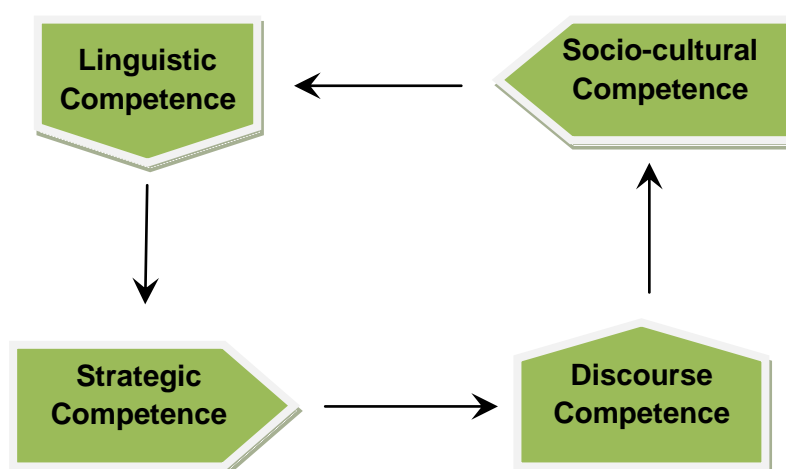


Fig. 1. This chart suggests that each competence is related one with another. (McKenzie-Brown 2).

### 2.2 COMMUNICATIVE ACTIVITIES

William Littlewood says that "the main purpose of communicative activities are to communicate meanings effectively" (16). Therefore, communicative activities are an important part of Communicative Language Teaching which main objective is to support communicative competence in the learner. Therefore, every kind of activity that we, as teachers, prepare has to perform two important language learning requirements. In other words, these activities must promote learners to acquire language knowledge and prepare them for real-life language use. Teachers have to integrate communicative activities even though lessons are focused on developing reading and writing skills.

## 2.3 CLT PRINCIPLES

We will summarize the principles of communicative language teaching methodology as follows:

- Real social contexts should be used. It is useful because it helps to set up real communication among students.
- Students have to be communicative competent. In other words, they have to image the speaker's or writer's intention in order to become part of the situation.
- Teaching a language is based on the idea of language as communication. Therefore, language is seen as a social instrument which helps people convey meaning. Thus, speakers communicate something to someone for any purpose.
- The main objective of the communicative approach is the use of the language in a real context. Therefore, a great spectrum of linguistics forms should be presented in order to use the language for a variety of purposes in all phases of learning.
- By using this approach, the students have the opportunity to express their ideas and opinions within a real context. For this reason, the students have to learn about cohesion and coherence, and properties of language, which connect the sentences together with a meaning and a sense.
- Games are important in CLT because they will get students involve in the learning process. Through language games, the students can exchange information and negotiate meaning by using real communication. Also, the speaker receives immediate feedback from the listener.
- Mistakes are accepted as a normal result of the development of communication skills. The teachers do not correct the students because the planned activities are based on fluency. The teachers simply noted the error, to return to it at a later point.
- The teacher's main role is to set up situations where the students can develop communication. In other words, the teacher acts as a facilitator in

establishing communicative activities and as a guide during the development of these activities.

- By using the communicative approach, the students have the opportunity to negotiate meaning. Therefore, the students can interact in a cooperative environment among them.
- A social context is important in order to set up a communicative event.
- Developing a communicative competence is the main goal of this approach. As a result, the students will be able to use the language appropriately to a given social context.
- While the students are expressing their ideas, opinions, or points of view, they can choose the way and also how to say it.
- The grammar and vocabulary that the students learn are based on the function and the situational context.
- Students should be given opportunities to listen to the language as it is used in authentic communication. They may be coached on strategies to improve their comprehension.

## **2.4 CLASSROOM ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING**

According to Littlewood the communicative activities are classified into two major groups as follows:

- Functional Communicative Activities.
- Social Interaction Activities.

The Functional Communicative Activities are sub-classified in problem solving tasks as identifying pictures (comparison of similarities and differences), discovering sequences or locations, discovering missing information or feature, discovering secret, following direction, among others. The social interaction activities include conversations and discussions, simulations, improvisation and debates.

In addition to Littlewood's classification, Richards cites some important CLT classroom activities such as:

- Task Completion activities
- Information Gathering Activities
- Opinion-Sharing Activities
- Information- Transfer activities
- Reasoning- Gap Activities

In addition to the social interaction activities mentioned above, Richards adds other, such as:

- Role Play
- Conversation and discussion
- Problem Solving Activities
- Jigsaw
- Dialogue

## **2.5 WAYS OF EFFECTIVE COMMUNICATIVE CLASSROOM ACTIVITIES**

By using communicative classroom activities, the learner must produce the language in a natural and free way. In this process, the teacher has to be aware of his/her students' needs in order to set up a communicative environment and offer students the opportunity to participate actively. Harmer says that "at the stage of freer production since there must be automatically less teacher control and more learner- centeredness in any communicative tasks, communicative activities are best practiced in pair or small groups" (22).

### 2.5.1 GROUP WORK

Working in groups provides an environment where the students feel the need to communicate with others. Therefore, the classrooms become a social context where students have an active communicative participation. Using this strategy provides ways to maintain real contexts and allows learners to play social roles. According to Harmer, working in groups is very productive because it offers some advantages (245):

- When students work in groups, they have much more opportunities to practice English because they face more odds to interact with their peers.
- Learners can learn from each other. This kind of learning is better because they can feel the need to talk and to communicate with others.
- The students will have the opportunity of increasing the amount of talking- time.
- Students will feel confident working in each group because they have the opportunity to teach and learn by themselves.
- Group work is more dynamic than pair work because learners will have the chance to talk with different people and interact with more than one person.
- Working in group is much more dynamic than pair work because learners have the possibility to interact with more people.

### 2.5.2 PAIR WORK

Pair in work is a classroom strategy that helps learners to practice different language learning activities. According to Hammer, working in pairs offers the following advantages (244):

- Encourage students' cooperation. It is important because the students can interact in a motivating manner with their peer.
- Students can practice language use.
- Students can face and talk directly to one another.
- The learners get chances to work independently.
- Pair work provides a great spectrum of interaction during the lesson.

By using pair work or group work, students have the possibility to work together and help each other to solve problems, prepare short projects, and do different kinds of tasks. Therefore, they are learning in a much more confident environment.

## 2.6 TEACHERS AND LEARNERS IN CLT

The classroom activities proposed by the CLT mean a change of role for teachers and students. According to Richards, the changes are the following (167):

### 2.6.1 THE TEACHER'S ROLE

Teachers play an important role in the teaching process because they help the learners master the necessary skills and develop communicative competence. Harmer says that “the teacher plays a variety of roles which may change from one activity to another or from one stage of activity to another...” (57). In addition, Breen and Candlin describe the roles language teachers play, such as (qtd. in Richards and Rogers 99):

**The first role** is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities.

**The second role** is to act as an independent participant within the learning-teaching group. The learner role is closely related to the objectives

of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resource himself, second as a guide within the classroom procedures and activities.

**The third role** for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities.

Jack C. Richard adds other characteristics to the teachers:

- **Need analyst:** Teachers have to respond to the learners language needs.
- **Counselor:** Teachers act a skilled communicator who tries to clarify the teaching process through the use of paraphrase, confirmation and feedback.
- **Group process manager:** Teachers organize the classroom as setting for communication and communicative activity.

## 2.6.2 THE LEARNER'S ROLE

According to the Constructivist theory, learners are not empty of knowledge. In other words, they do not come to class without knowing anything. They bring with them previous learning experiences which will be helpful in the acquisition of new knowledge. Therefore, learners will connect those previous experiences with new ones.

Learners are not only receivers of information but active participants in the construction of their knowledge. In other words, they take control of their own learning. Breen and Candlin describe the learners' role as:

The role of the learner as negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (qtd. in Richards and Rogers 110).

## 2.7 MOTIVATION

Motivation is a major factor that has a huge impact on the learning process. For this reason, motivating students is one of the biggest challenges that teachers have to face. Sometimes students start learning English with a high enthusiasm, which over the time starts to decrease. It is because learning a foreign language is a hard task, and English does not seem useful at the time of learning it. For this reason, teachers have to create an appropriate environment where students feel really motivated, and they can use the target language in any particular circumstance. In other words, if the students are motivated, they will move to do their best. It is important to remember that motivation is not only to give prizes, but also to transform our class in an authentic communicative process. Motivation can be divided into two categories, such as extrinsic and intrinsic motivation.

Richard M. says that "extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome..." (60). For example, students who do their homework only because they fear parental punishment, they are extrinsically motivated because they are doing their homework in order to avoid being punished.



Richard M. defines the intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge involved rather than because of external prods, pressures, or reward...” (54). This kind of motivation is more meaningful than the extrinsic motivation because it comes from inside the learners. For example students who read a fiction book. They do it because they are curious about the topic.

It is the teacher responsibility to create a motivating environment in the class where the students feel engage with the learning process. Marie-José categorizes the influences a teacher has on student’s motivation (qtd. in Dörnyei 28):

- Personal characteristics: Teachers can motivate students through being committed and personally warm.
- Teacher immediacy: Teachers can motivate students by coming physically closer and psychologically closer.

## **2.8 THE SPEAKING SKILL**

For English learners, speaking is often a difficult skill because in the real situation learners require to have a fluent speech. Moreover, they need to use idioms, fixed phrases, and the pace of speech. All these conditions must be taken into account in order to avoid that the spoken language sounds out of context. For this reason, it is important to introduce and practice real communication in our classes.

Consequently, speaking in a foreign language has often been viewed as the most demanding of the four skills. Harmer says that "Speaking involves language production, and it is considered as a productive skill." (16) In this way, we have to put emphasis in teaching by using real social context where the students feel the need to communicate.

## 2.9 THE CONSTRUCTIVISM THEORY

### 2.9.1 CONTEXTUALIZATION

Constructivism is applied in many disciplines, such as psychology, philosophy, among others. In our particular case, we use this theory in education because it gives reasons of how learning can be encouraged successfully through an interactive process. According to Constructivism, the learning process takes place in a socio-cultural environment, and the learners become “an active constructors of their own knowledge” (Herrington, 81). Therefore, learners learn as a dynamic member of a certain social context.

### 2.9.2 CHARACTERISTICS OF THE CONSTRUCTIVISM THEORY

Füsun Kesal in his online PDF document called *An Investigation on Constructivist Classroom Characteristics in ELT Methodology II Courses* states the main characteristics of Constructivism (31):

- To make learning transferable, the learner needs both content and context meaning.
- Learners are active constructors of their knowledge.
- Learning is a constant state of growing and evolution.
- Learners bring their own needs and experiences to learning situation.
- Learners acquire skills and knowledge within realistic contexts.

- Constructivism changes the teacher's role. Consequently, teacher is considered a facilitator instead of being a provider of knowledge. In other words, teachers help students to construct their own knowledge.

#### **2.9.4 MAIN CONTRIBUTORS**

Lev Vygotsky, Jean Piaget, and David Ausubel are the pioneers of this theory. They have different conceptions about this theory; however, they all considered that knowledge is constructed by the individual in an active way. We consider important to introduce a brief summary on each of these contributors.

#### **LEV VYGOTSKY**

The Vygotsky's Social-historical theory is one of the foundations of constructivism. According to him, the cognitive development depends on the social interaction of people. In other words, Vygotsky's theory sets up a relationship between people and the socio-cultural context in which they act and interact. For Vygotsky, learners interact with the world around them in order to construct their own meaning of the world.

Vygotsky says that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)" (57).

#### **JEAN PIAGET**

Piaget proposes the theory of cognitive development. He stated that the human being must build his/her own knowledge through experience. Piaget says that people are born with some schemas which are defined as the mental representation of an associated set of perceptions, ideas, and/or actions. In other words, schema is considered as the basic building blocks of thinking. In this process of cognitive development, there are two cognitive processes called adaptation and organization (qtd. in Shaffer and Kipp 245).

Adaptation means building psychological structures through direct interaction with the environment. Adaptation get involves two complementary activities, such as assimilation and accommodation. The first one refers to changes or alterations of existing schemas facing to new information or experiences. Accommodation implies adjusting old schemes or creating new ones after noticing that current thinking does not capture the environment completely.

Organization takes place internally, apart from direct contact with the environment. Once human beings form new structures, they start to rearrange them. In other words, they link them with other schemes to create a strongly interconnected cognitive system.

## **DAVID AUSUBEL**

The Meaningful Learning Theory by David Ausubel is another contribution to the Constructivism. In other words, the students learn meaningfully by relating new knowledge to what they already know. According to Ausubel, this process is called assimilation which is based on

three ways: 1) the student must adopt the appropriate learning mental set; 2) the learning task must have a logical meaning for the student; 3) the student's own cognitive structures must contain specifically relevant ideas with which the new material can interact. One of the techniques that helps assimilation is the *idea map*. These maps help the learner to classify and organize the relevant information and connect them to the previous one that the students have.

## CHAPTER III METHODOLOGY

### 3.1 BASIC METHODOLOGY

This chapter presents an overview of the research methodology used in the development of this monograph work. In order to get the information related to the topic, we research it in books, on the net and our personal experience as English teachers. Based on the theoretical framework, we selected the most fitted activities to the CLT approach.

Through the previous explanation, we already know that speaking is the most complex skill that learners have to face. Therefore, it is important to learn the language for communicative purposes which might be transformed in a meaningful experience. Supporting the theoretical aspects, we designed a booklet which will be useful in the English classes. Moreover, this material suggests communicative activities whose purpose is to turn the monotonous learning process into an active and motivating situation. These activities give the learner the chance to speak by enjoying it.

The chosen activities are suitable for an intermediate level. We present activities based on the CLT such as role plays, jigsaw, problem solving, among others.

**Role Play:** Gillian Porter says that role play is a way of bringing situation from real life into the class. The most important reasons for using role plays are (5-6):

- A very wide variety of experiences can be brought into the classroom. The ranges of situations structures and vocabulary that can be introduced go far beyond the limit of other activities.
- Role play puts students in situations which they are required to use and develop different forms of language which are necessary in social relations.
- Some students are learning English to prepare for specific roles in their lives. For example, people who are learning English for working in places where the English is part of their lives. Therefore, role play enables them not just to acquire set phrases, but also to learn how interaction might take place in a variety of situations.
- Role play helps many shy students to interact with others and participate into a group. These students are liberated by role play as they no longer feel that their own personality is implicated.
- Role play is fun because through it, the students enjoy letting their imagination.
- Role play develops fluency in language students. Moreover, it promotes interaction in the class, and increases motivation.

**Conversation and discussion:** Harmer reports that "the teacher provides topics to the students. They will be put into groups. Each group have to discuss about the proposed themed, and they will prepare arguments to defend their points of view" (21).

**Problem Solving Activities:** Based on our experience we can say that the students should have the possibility to solve problems. Therefore, as a teacher, we have to facilitate situations where they have the possibility to solve them in a critical way. In this kind of activity, the learners check and compare their answers by asking why and how they figured out a solution.

**Jigsaw: Sharon L. Bowman** says that jigsaw is "a collaborative instructional strategy in which learners within the group study different aspects or pieces of an assigned topic" (141). After that, they come together to teach one another about what they have learned. At the end of the activity, the whole group learns about the different pieces of the topic that was assigned to each member of the group. Therefore, everybody learns the complete topic. Jigsaw activity is a useful tool because it has some important features that make the learning process more meaningful.



## **CHAPTER IV CONCLUSIONS**

### **4.1 CONCLUSIONS**

The investigation of our monographic work is based on the analysis of the importance of setting up communicative activities in an EFL classroom from the perspective of the Communicative Language Teaching Approach



and the Constructivist Theory, with the objective of suggest some communicative activities in order to improve the speaking skill.

In our classrooms, teaching speaking is a very important part of second language acquisition because it helps to get the ability to communicate clearly and efficiently. Therefore, we believe convenient to create a booklet with communicative activities for practicing speaking because, in that way, students will express their ideas, feelings and opinions by using real life situations. These activities will provide a rich environment where meaningful communication takes place. These activities will motivate students to use English language in a natural way because the themes are based on real contexts and according to the students' interests. Also, communicative activities contribute with a great deal in developing basic interactive skills which are necessary for life. In other words, the proposed activities will make students more active in the learning process. At the same time, the learning process becomes more meaningful and fun.

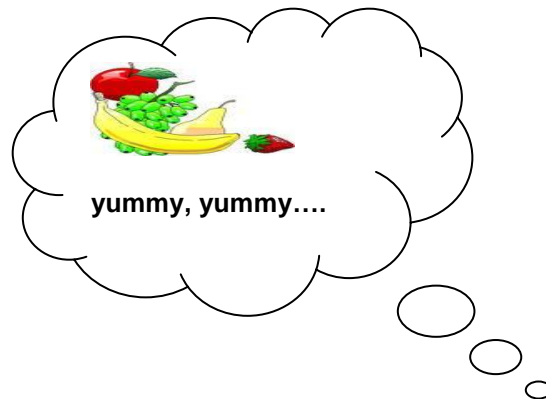
In the process of teaching/learning English, teachers and students must participate in this process together. Therefore, teachers have to guide their students. On the other side, students construct their knowledge in a meaningful way because they are not empty vases. They have previous knowledge which is connected to the new one. As a result, we can say that the CLT is a very useful approach which allows us to use a variety of activities in order to diversify the teaching-learning process. By using this approach, students will feel more relaxed when they have to express their ideas, emotions, opinions, and feelings. Through Communicative activities, we teachers can encourage our students to use English in an interactive way.

As a personal experience, this research was very productive because we have had the possibility to learn more about the Constructivism Theory and the CLT. Moreover, the collection of the Communicative activities makes us react about how to improve our teaching process.

Finally, we want to finish conclude by saying that we learn to speak only when we practice it. Therefore, the best way to foster speaking in our classrooms is by using communicative activities with relevant themes according to the students' age and interests.

# ACTIVITY 1

## FOOD AND DRINKS

**Function:**

- To help students to identify new vocabulary related to food and drinks.

**Skill:** Speaking.**Level:** Intermediate.**Time:** 30 Minutes**Material:**

- A set of pictures related with vocabulary of food and drinks:

*lemonade, water, soda, milk, cake ,pizza, chips, cheese, lettuce, butter, hamburger, hot dog, candy, tomatoes, apples, bananas, sugar, oil, egg.*

- A worksheet for each student used to identify new vocabulary.

**Before the activity:**

- Stick the set of flashcards and their corresponding text randomly on the board.

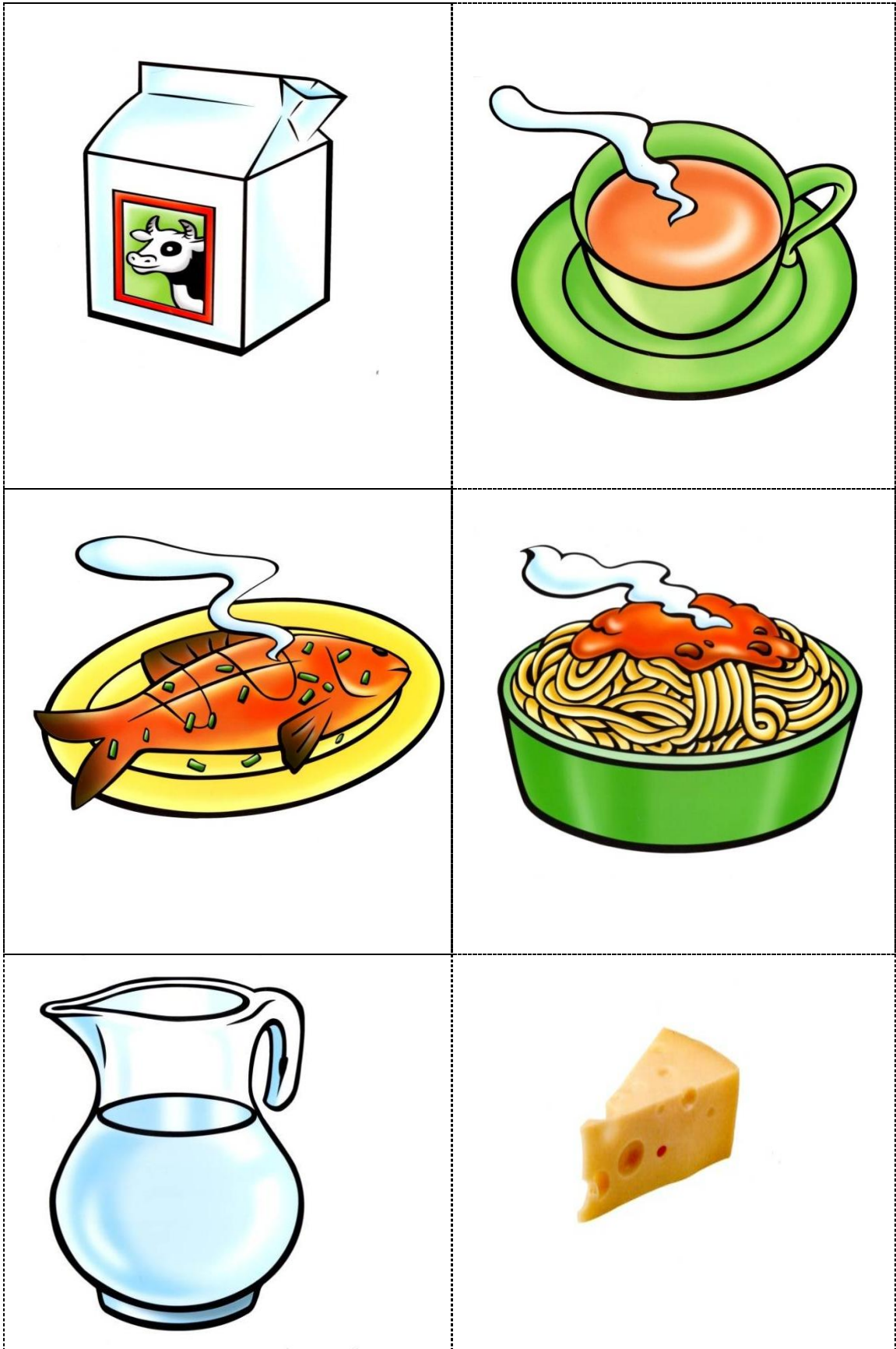
- Students have to match the text with the corresponding flashcards by drawing lines. When all the flashcards have been correctly matched to the words, the teacher rubs out the lines and puts all the flashcards in a pile.

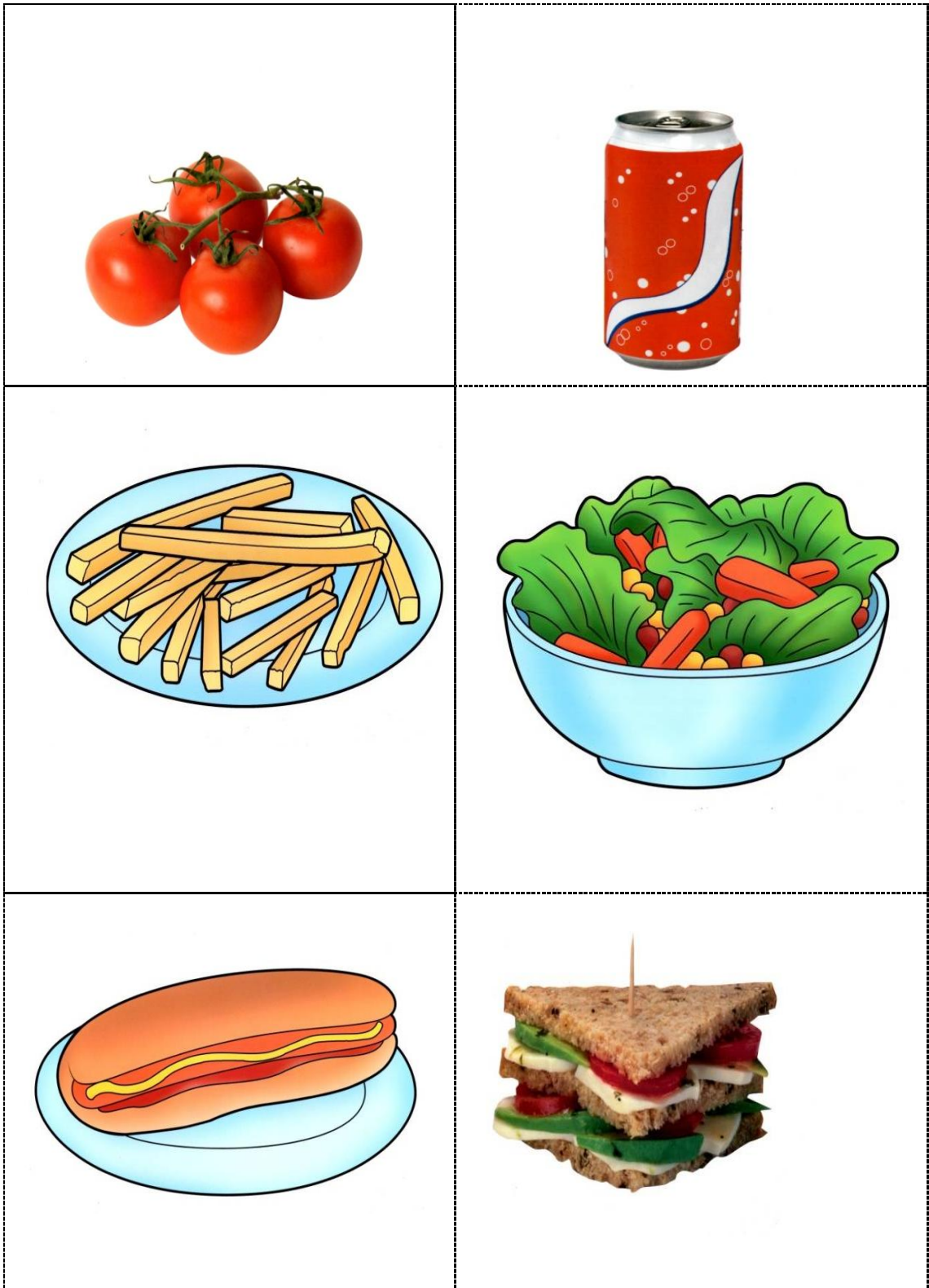
#### During the activity:

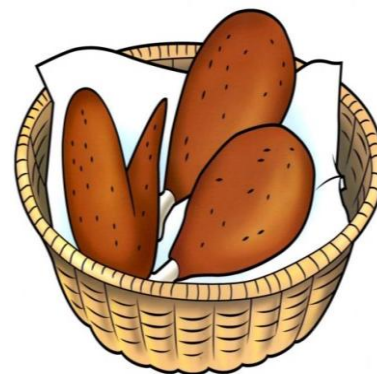
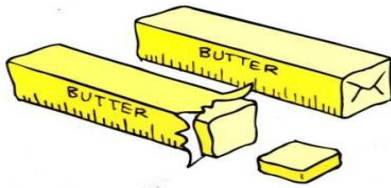
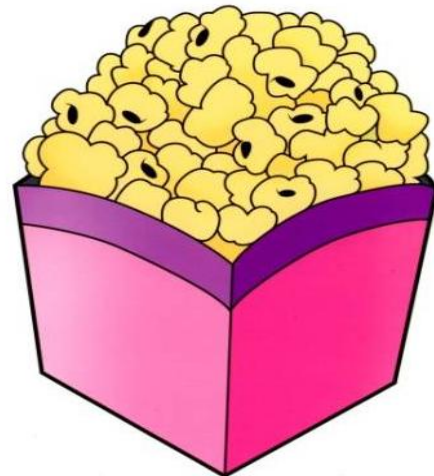
- Teacher hands out, to each student, a flashcard or a text card.
- Students have to walk around the class in order to find a classmate with the equivalent text card or flashcard. They cannot tell the word or pictures that they have. They can only use key words in the questions, such as:
  - ✓ *Is it a food or drink?*
  - ✓ *If it is a drink, is it white?*
- Students can use another question according to their needs.




#### After the activity:

- The students will increase vocabulary related to countable and uncountable nouns.









<b>MILK</b>	<b>COFFEE</b>
<b>FISH</b>	<b>SPAGHETTI</b>
<b>WATER</b>	<b>CHEESE</b>
<b>TOMATOES</b>	<b>SODA</b>



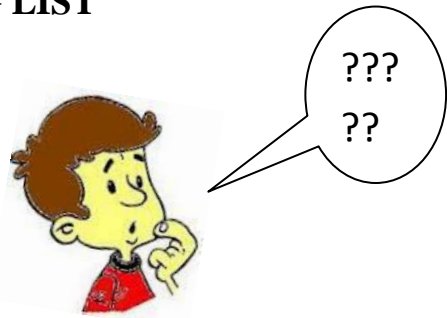
<b>FRIES</b>	<b>SALAD</b>
<b>HOT DOG</b>	<b>SANDWICH</b>
<b>COOKIES</b>	<b>POPCORN</b>
<b>BUTTER</b>	<b>HAMBURGER</b>



<b>LEMONADE</b>	<b>CHICKEN</b>
<b>ICE CREAM</b>	<b>PIZZA</b>
<b>LETTUCE</b>	<b>RICE</b>
<b>TACOS</b>	<b>POTATO CHIPS</b>

## ACTIVITY 2

### THE SHOPPING LIST



**Function:**

- To present a role play by using vocabulary related to food and drinks in a formal speech.

**Skill:** Speaking-writing

**Level:** Intermediate



**Time:** 30 Minutes

**Material:**

- Shopping list
- A sheet with pictures of what the husband bought.
- Picture cards used to remember specific vocabulary.

**Before the activity:**

- Work together: Look at the shopping list and the picture of what the husband bought and write sentences to explain his mistakes.
- Teacher writes some key words on the board which will be used by the students as a model.

	is	enough
	are	too much
	isn't	too many
There	aren't	fewer
	should be	less
		more

✓ *There is too much mayonnaise.*

✓ *There isn't enough cheese.*

- Get students to work in pairs in order to prepare a role play and perform it in class. In each pair, one student is the wife and the other is the husband.

#### During the activity:

- Perform the role play.
- The wife looks at the husband's paper (what he bought) and compares it with her paper (what she needs) and complains. "There are too many/is too much...etc.

#### After the activity:

- As an extra activity, students will present the dialogue in a written form.

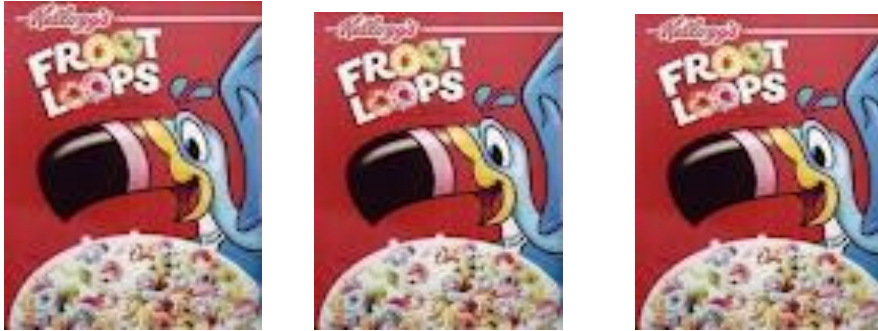
## ACTIVITY 2

### THE SHOPPING LIST

#### SHOPPING LIST

- ✓ 1 jar of mayonnaise
- ✓ 2 blocks of cheese
- ✓ 2 bottles of ketchup
- ✓ 1 box of cereal
- ✓ 3 oranges
- ✓ 8 apples
- ✓ 2 cartons of milk
- ✓ 1 pineapple
- ✓ 3 bananas
- ✓ 2 cartons of orange juice
- ✓ 1 dozen eggs





## ACTIVITY 3

### THE WORLD CUP OF BRAZIL 2014



#### Function:

- To talk about sports in the world.

**Skill:** Speaking

**Level:** Intermediate

**Time:**  30 Minutes

#### Material:

- A copy of the most popular sports in the world.

#### Before the activity:

- Get students to work in groups of 4.



- Next, the teacher will give the students a copy with pictures of some sports, such as:

*Soccer, Football, Tennis, Golf, Basketball, Chess, Baseball, Volleyball, Swimming, Judo.*

- Students will discuss about *sports*. *They can use the following questions as an example:*
  - ✓ *What's your favorite sport?*
  - ✓ *How often do you practice your favorite sport?*

#### **During the activity:**

- First, students have to brainstorm and organize ideas about sports that they always practice.
- Next, the students will focus on The World Cup, Brazil 2014.
  - ✓ What do you think about The World Cup, Brazil, 2014?
  - ✓ Which teams would participate in this tournament?
  - ✓ *Where are the best soccer players from?*
  - ✓ *Who are they?*
- Finally, they will share information about Ecuadorian participation in the world cup 2014. They can follow questions, such as:
  - ✓ *What about our Ecuadorian team?*
  - ✓ Do you think that Ecuador will participate in The World Cup, Brazil 2014?

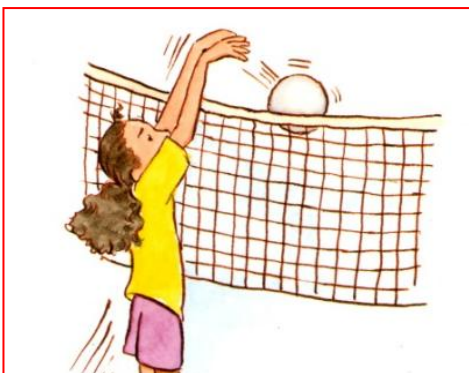
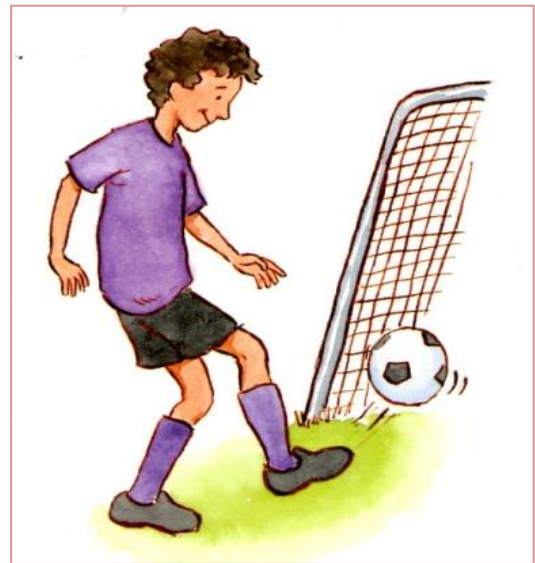
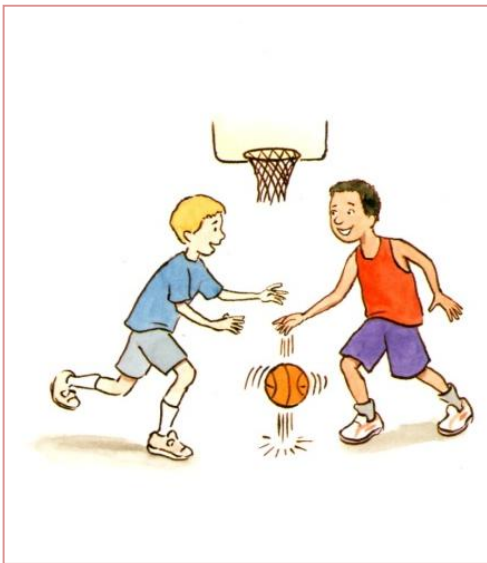
#### **After the activity:**

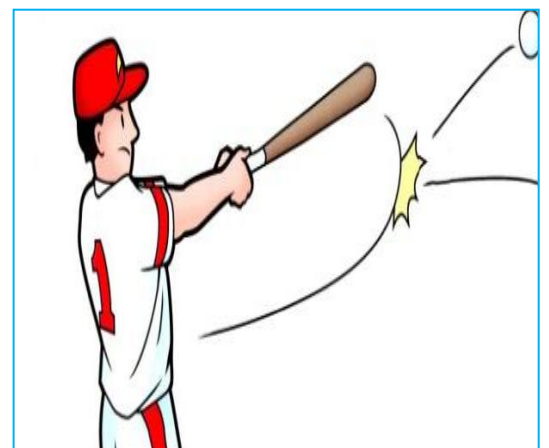
- Students will predict about the Ecuadorian participation in the World Cup.

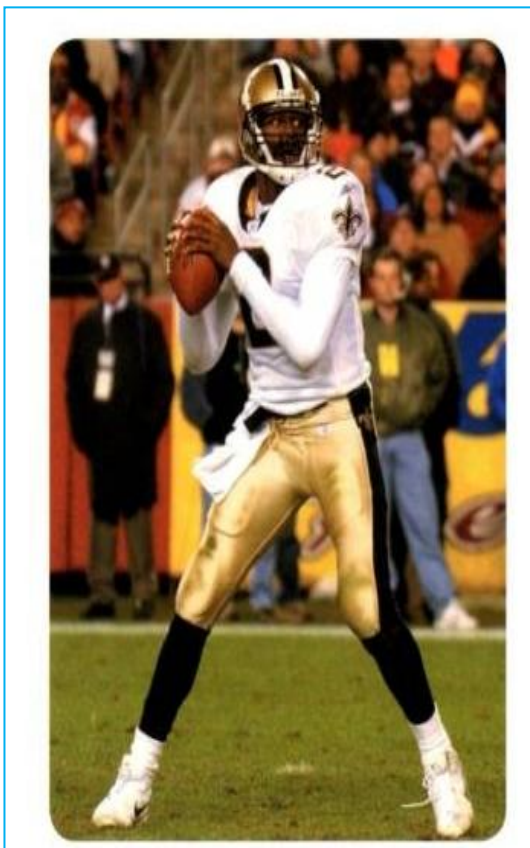
**Suggestion:**

- If teacher cannot bring the copy with the sports, he/she will ask students to cut any sport from a magazine or newspaper and bring them to class.

## ACTIVIDAD 3







Janeth Faicán



Rocío Guncay



## ACTIVITY 4

### THE ALADDIN STORY

**Function:**

- To express wishes

**Skill:** Speaking

**Level:** Intermediate



**Time:**  20Minutes

**Material:**

- Story cut in pieces.

**Before the activity:**

- Students will comment about magic and wishes.
- Get students to work in pairs.
- Give students small pieces of Aladdin's story.

### During the activity:

- Discuss and order the story in chronological order.
- The pairs look up for another pair and compare if their story makes sense.
- Teacher tells students which the correct order is.

### After the activity:

- Students will talk about their big wishes.
- Students will create new stories following sequence.

## ACTIVITY 4

### THE ALADDIN STORY

In the ancient city of Agrabah lives a clever boy name Aladdin. He is very poor and lives off food that he finds in the marketplace. He promises his pet monkey, Abu, that things will be different, one day. And they are! One Day, he meets and falls in love with Jasmine, the beautiful daughter of the Sultan. Jasmine wants to escape from life in her father's palace.



Evil Jafar, the Sultan's adviser, tricks Aladdin into stealing the magic lamp from the cave of Wonders. Jafar plans to use the lamp to seize the throne from the Sultan. But Aladdin keeps the lamp – with the Genie inside it.

Upon release from the lamp, the fast talking Genie gives Aladdin three wishes. For his first wish, Aladdin becomes “Prince Ali Ababwa” to impress Jasmine. However, Jasmine thinks Ali Ababwa is just another self-important prince, and she is not interested. It takes a moonlight ride on a magic carpet with Aladdin for Jasmine to realize that she is falling in love.

Jafar has his guards capture prince Ali and throw him off a cliff into the sea. Aladdin uses his second wish to save himself from drowning. Aladdin abandons his disguise and, with the help of the Genie battles courageously to defeat Jafar’ seven plans. As a reward for his bravery, Aladdin receives the title of prince, and Jasmine confesses her love for him. Aladdin uses his last wish to free the Genie.

## THE ALADIN STORY

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## ACTIVITY 5

### CRIME IN OUR COUNTRY



#### Function:

- To analyze common facts that induces people to crime.

#### Skill: Speaking

**Level:** Intermediate



**Time:** 25 Minutes

**Material:**

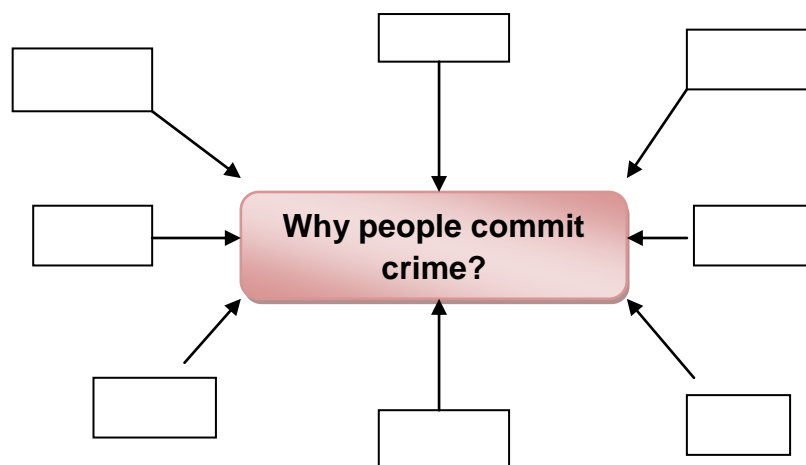
- Set of pictures which show some social problems that force people to commit crime.

**Before the activity:**

- Present students a set of pictures of current social problems and put them on the wall.
- Ask students to work in groups of 4. Each group selects a picture. They discuss about the chosen picture.

**During the activity:**

- When the groups are done, one member of each team should come to the board and write down the group's ideas regarding the picture they have chosen before. Students have to write only key words.



- Teacher asks students to comment about the possible solutions to the social problems. They will propose some alternatives to decrease crime that occur every day in our city.
- Students will prepare a chart with some alternatives to reduce crime in our country as the previous one.

### After the activity:

- Students will be critical.
- Students have to write a short paragraph related with alternatives to decrease crime that occur every day in our city.

## ACTIVIDAD 5

### CRIME IN OUR COUNTRY - REASONS





## ACTIVITY 6

### WHAT'S THE BETTER PLACE TO TAKE A VACATION? THE BEACH OR EL PUYO

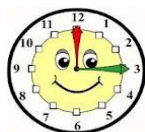
**Function:**

- To make suggestions, arguments about going to the beach or to El Puyo.

**Skill:** Speaking

**Level:** Intermediate

**Time:**



30 Minutes

**Material:**

- A sheet with pictures of the beach and El Puyo.

**Before the activity:**

- Get students to work in groups of 3 or 4.
- Hand out a copy with pictures of the Beach and El Puyo.
- Ask students to find advantages and disadvantages visiting these places.

**During the activity:**

- Students will talk about their experiences and recognize similarities and differences between the beach and El Puyo.
- Teacher will be monitoring the students' participation.

**After the activity:**

- Ask students to create a brochure to promote tourism to these places.

## ACTIVIDAD 6

### SALINAS BEACH



## EL PUYO



## ACTIVITY 7


### SAVE OUR PLANET



**Function:**

- To discuss ways to save the planet.

**Level:** Intermediate.

**Time:**  30 Minutes

**Material:**

- Pictures related to human activities that contribute to the pollution of our planet.

**Before the activity:**

- Students make groups of five people.
- Teacher will present pictures related to people's bad habits.
- Students look at the pictures and select one card.

**During the activity:**

- The group comments about the card that they have already chosen. Then they have to give some advice to avoid the destruction of our planet.
- They will make decisions to prevent pollution.
- Teacher encourages students' participation.

**After the activity:**

- Students have to prepare a project to motivate people to save our planet avoiding bad habits.

## ACTIVIDAD 7

SAVE OUR

PLANET



Janeth Faicán

Rocío Guncay







## ACTIVITY 8

### FAMOUS SINGERS AND THEIR SONGS

**Function:**

- To talk about students' favorite singers and songs.

**Level:** Intermediate



**Time:** 20 Minutes

**Material:**

- Ask students to bring pictures of their famous singers.
- Teacher can include a copy with pictures of Michael Jackson, John Lennon, Elvis Presley, Inna, Edward Maya, and The Beatles.

**Before the activity:**

- Everyone shows the picture to the rest of the class.
- Students share information about their favorite singers.

**During the activity:**

- Students interchange information about their favorite singers: life, music, concerts among other aspects.
- Students have to talk about the message of the best song.

**After the activity:**

Students will write a short paragraph about their favorite singer.

## ACTIVIDAD 8

### FAMOUS SINGERS

**ELVIS PRESLEY**

**INNA**



**THE BEATLES**

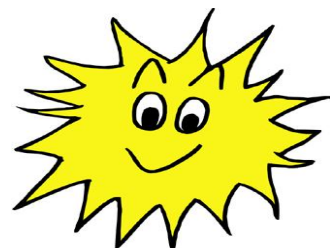
**MICHAEL JACKSON**



**A**

## **ACTIVITY 9**

### **THE WEATHER**



**Function:**

- To suggest important places to visit.

**Skill:** Speaking- reading**Level:** Intermediate.**Time:** 25 Minutes**Material:**

- A set of flash cards focused on seasons and weather vocabulary.
- A set of word cards of the chosen vocabulary.
- A worksheet for each group.

**Before the activity:**

- First, divide the class into groups of 4 students.
- Hand out a set of assorted pictures to some groups and word cards to other groups.

**During the activity:**

- Students have to match the word cards with the pictures. Therefore, they have to ask some questions in order to match the picture with the word card.
- Students have to hear the definition and match with the picture.

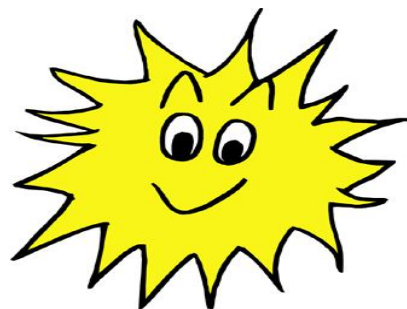
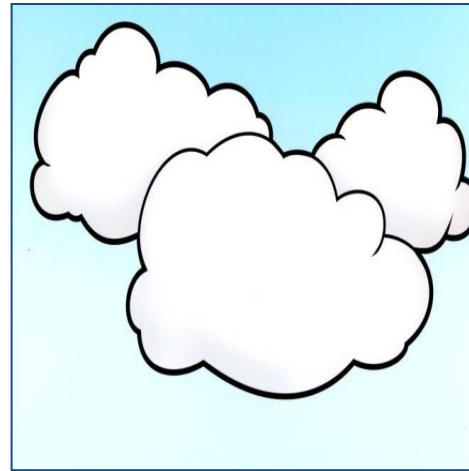
**After the activity:**



- Swap Game: Students have to sit in a circle. When the teacher says SWAP, students have to stand up and run to another sit. There will be one student standing. That student has to pick up a card and use it to make a sentence or to give an answer.

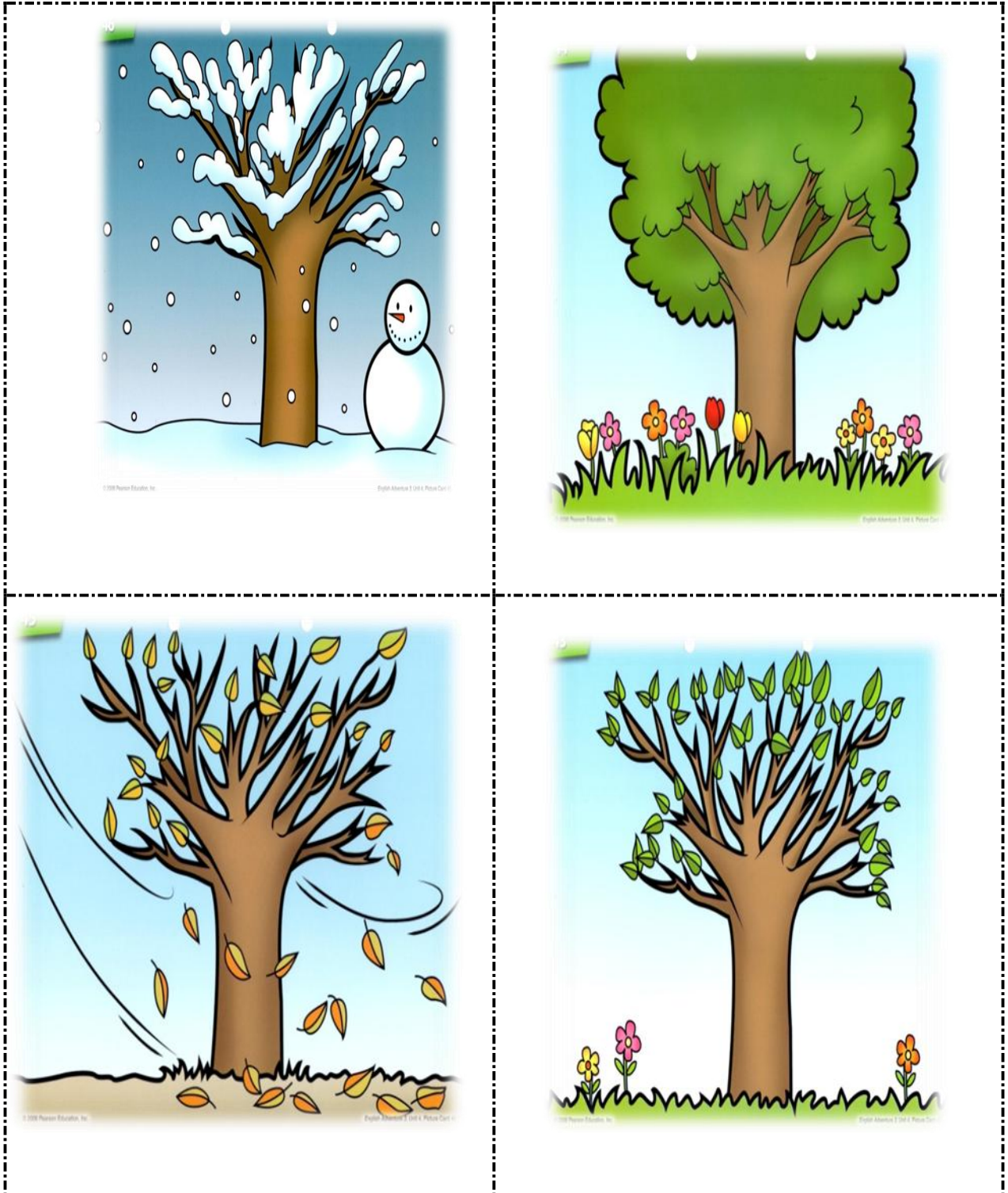
## **ACTIVIDAD 9**

### **WORKSHEET**











## WORKSHEET DEFINITION

Marked by or abounding in wind

Full of or covered with clouds

Water condensed from atmospheric vapor and falling in drops.

An atmospheric disturbance with strong winds, accompanied by rain, snow or other precipitations.

Frozen precipitation in the form of translucent ice crystals that fall in soft white flakes.

Exposed to or abounding in sunshine.

Having a subnormal low temperature.

Being at a high temperature.



Moderately cold.

Moderately hot.

The usually coldest season of the year, occurring between the Autumn and the Spring.

The season of the year between Winter and Summer.

The season between Summer and Winter.

The usually warmest season of the year, occurring between Spring and Autumn.

**WORKSHEET**

What does the weather like today?

What does the weather like in your town?

In Ecuador, Do we have the four seasons?

Which seasons do we have in Ecuador?

Have you ever been in cities where there are the four seasons? If so, could you tell us something about the weather of the place that you have visited?



What places have you visited and how did the weather there?

What does the weather like in summer?

What does the weather like in fall?

What does the weather like in winter?

What does the weather like in spring?

What kind of clothes do you wear in summer?

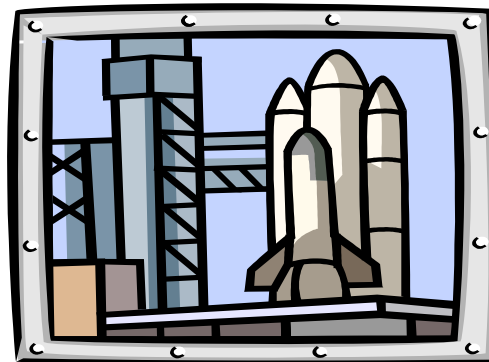
What kind of clothes do you wear in fall?

What kind of clothes do you wear in spring?

What kind of clothes do you wear in winter?

## ACTIVITY 10

### NASA GAME



#### Function:

- To develop logical reasoning to problem solving.

Level: Intermediate



Time: 30 Minutes

#### Material:

- A copy of the NASA GAME for each group.

#### Before the activity:

- Get students to work in groups.
- Students have to imagine they are part of the crew of a spaceship.
- The teacher starts by telling them a short story which is the following:

You are one of the crew on board a spaceship to rendezvous with the mother ship on the moon. Mechanical difficulties, however, have forced your ship to crash-land on the lighter side of the moon at spot 300 kilometers from the rendezvous point. The rough landing has damaged much of the equipment aboard. Your survival depends on reaching the mother ship, and you have to choose the most essential items for the 300 km of trip. Only 24 items left intact after landing.

- Hand out the activity worksheet NASA GAME with the items written on it.

### During the activity:

- First, students have to rank them in order of their importance to their crew in attempt to reach the rendezvous point.
- Then through discussion, the groups have to make decisions about what they need to keep.
- After, students have to choose just 3 items of them. They must write number 1 for the most important item, number 2 for the second most important and so on.
- Students have to explain why they will get rid of some of the items.

### After the activity:

- Make a contingency plan to keep safe students' family when a vehicle presents mechanical problems.

## ACTIVITY 10

## NASA GAME

<b>Survival bag</b>	<b>Box of matches</b>	<b>Magnetic compass</b>	<b>Life raft</b>
<b>Star map</b>	<b>Concentrated food</b>	<b>20 meter of nylon rope</b>	<b>Set of keys</b>
<b>Parachute</b>	<b>knife</b>	<b>20 liters of water</b>	<b>Bottle of rum</b>
<b>Hooks</b>	<b>Portable heating unit</b>	<b>Sleeping bag</b>	<b>Signal flares</b>
<b>A can of cookies</b>	<b>Two 50 kilos tanks of oxygen</b>	<b>Sun block protecting</b>	<b>Solar-powered FM receiver Transmitter</b>
<b>Space</b>	<b>First-aid kit</b>		<b>Tin cup</b>





<b>shuttle suit</b>		<b>Two 45 caliber pistols (guns)</b>	
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