

Unit Seven: Communicative Activities

# **TEACHING ENGLISH AS A SECOND LANGUAGE**

- Language Practice
- Reaching a Consensus
- Discussion
- Relaying instructions
- Communication games
- Problem solving
- Talking about oneself
- Simulation
- Role-play

# ORAL COMMUNICATIVE ACTIVITIES

# LANGUAGE PRACTICE



## Information Gap Activities

- One student has information that other student(s) do not have
- Students must find the missing information



## Mechanical Activities

- Pure manipulation of forms
- Must be meaningful to learners



## Authentic Language

- Activities should replicate what is actually said in the real world (not the classroom world)



## Maximize student interaction

- Activities need to provide students with multiple opportunities to speak



## Integration of Language Skills

- Variety of skills



# LANGUAGE PRACTICE

- Focus on the use of target language
- Accuracy is important
- Feedback & correction is given often
- Confidence building exercises
- Teacher-'conductor'
- Comprehension checks

## Controlled Activities

## Free Activities

- Spontaneous, unpredictable language
- Focused on fluency
- Errors noted and handled after task or in later lessons
- New language is integrated with old.
- Check ability to extend language use

# CONTROLLED TYPE ACTIVITIES

## Listen and repeat

- Practice new words/phrases
- Confidence booster

## Total Physical Response (TPR)

- Uses teacher directed imperatives, directives, commands

## Chain Drills

- Focus on accuracy

## Bingo

- Reviews vocabulary

Authentic, communicative activities

# FREE ACTIVITIES

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Five Stages to this type of activity:

Stage One:

Students are asked to individually write down ten items they would like to take with them.

Stage Two:

When all students have completed their lists, put them in pairs and have each pair negotiate a new list.

Stage Three:

Combine pairs and repeat

Stage Four:

Groups can now be joined together and the lists re-negotiated

Stage Five:

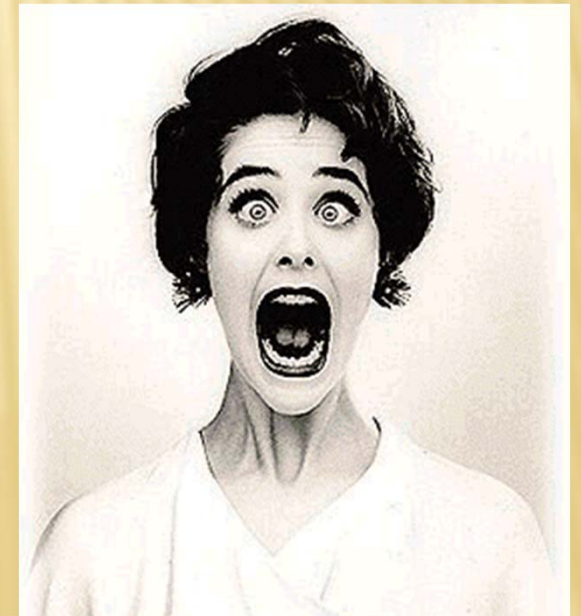
When the teacher thinks the activity has gone on long enough, a feedback session is conducted with the whole class in which each group explains and justifies its choices.



## REACHING A CONSENSUS

# DISCUSSIONS

“The topic for discussion today will be the translational and rotational dynamics of optically anisotropic colloidal particles in viscoelastic polymer gels.”





# TECHNIQUES TO GET STUDENTS TALKING

P ractice

P repare

T ask

Put students in groups first to practice.

Give students a chance to prepare.

Give students a task,

# THREE TYPES OF DISCUSSION GROUP ACTIVITIES

## Buzz Groups

Establish time frame

Stimulate ideas

## Controversial Topics

Prepare small questionnaire

Students justify answers

## The Debate

Give students a controversial proposition

Groups prepare 'for'/'against' arguments

Elect members to give speech

Class votes on whether the issues passes

# THE BALLOON DEBATE



- ✘ Students choose a character in the balloon
- ✘ Negotiate to save the life of only one person
- ✘ Make convincing arguments



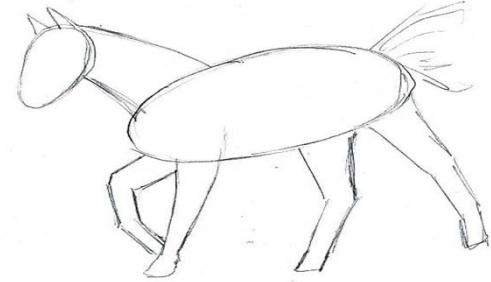
## RELAYING INSTRUCTIONS

*Whether or not the activity is successful will depend upon whether the students successfully perform the tasks--- in other words, were the instructions the right ones, or were they misunderstood?*

# RELAYING INSTRUCTIONS



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## Exercises

- Stage 1
- Stage 2

## Making Models

- Stage 1
- Stage 2

## Describe and draw

*Effective means  
to review  
vocabulary,  
grammatical  
structures and  
other features  
of the language*

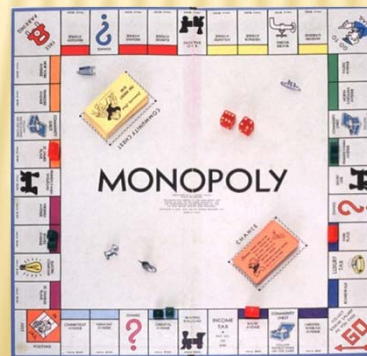
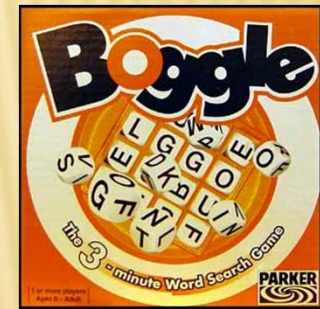
<http://www.youtube.com/watch?v=EtwDhKso2No>

**GAMES IN THE CLASSROOM**



# COMMUNICATION GAMES

- ✘ Spot the difference games
- ✘ Describe and arrange
- ✘ Story reconstruction
- ✘ Poem reconstruction



# SPOT THE DIFFERENCE GAMES

## SPOT the DIFFERENCE

There are 15 differences between these two pictures.  
Can you find them all?



If you like, you can colour in the pictures.



# DESCRIBE & ARRANGE





# STORY RECONSTRUCTION

Stage 1

- Divide class into four large groups A, B, C, D

Stage 2

- Each group is given 1 picture of a 'strip story' and told to discuss it

Stage 3

- After a couple of minute, the teacher takes the pictures back from the groups

Stage 4

- The teacher makes new groups with one student from each of the original groups (ie. One from A, one from B, etc)

Stage 5

- The students in the new groups have to try and reconstruct the story by discussing what they saw on each of their pictures.

Stage 6

- The teacher then gets the different groups to tell their stories.

# POEM RECONSTRUCTION

**A girl kissed lips of stone**

**And her safety was the thing**

More attractive than a king.

**That made a dull cold statue**

**To advertise a perfume. Fear**

**On the back of *Cosmopolitan***

**Had driven her to do it**



# TALKING ABOUT ONESELF

## Your Name

- Put students in pairs

## What we have in common

- Put students in pairs
- Find out 5 things they have in common

## Musical associations



# **SIMULATION, DRAMA, & ROLE PLAY**

Imagination takes over!!

- ✘ Starting point for listening and speaking work
- ✘ Can be utilized as a tool to provide practice in specific grammatical, lexical, functional or phonological areas
- ✘ It also allows students to be free from cultural constraints and expected behavior

# SIX TYPES

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1. Role plays: students act out small scenes using their own ideas or ideas and information on role cards
2. Simulation: a large scale role play. Role cards are used and there is often other background information as well. The intention is to create a much more complete, complex world, of a business, television studio, government, etc.
3. Drama games: short games that usually involve movement and imagination
4. Guided improvisation: a scene is improvised. One by one students join in in character, until the whole scene and possibly story take on a life of its own.
5. Acting play scripts: short written sketches or scenes written, produced and acted by students
6. Prepared improvised drama: students in small groups invent and rehears a short scene or story that they perform for each other

Relaying instructions  
Co-operative writing  
Exchanging letters  
Writing journals

# WRITTEN COMMUNICATION ACTIVITIES



# RELAYING INSTRUCTIONS

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Steve,  
Take off your glasses

Maria,  
Stand up and sing the  
national anthem

# CO-OPERATIVE WRITING: STORY DEVELOPMENT

A close-up photograph of a hand holding a yellow pencil, writing on a spiral-bound notebook. The notebook is open, and the page is lined. The text is written in a cursive, handwritten style. The background is slightly blurred, focusing attention on the writing process.

*Once upon a time there was a  
beautiful princess who lived in a  
large castle at the end of a  
forest.*

# EXCHANGING LETTERS: THE AGONY COLUMN

**DEAR ABBY:** It seems that everyone is aware that there is a dark side to the Internet, but I would like to let you know about another side of it.

There are many charity projects on the Internet, like the Linus Project and the ABC Quilts, which provide quilts for children with AIDS.

After the Oklahoma City bombing and again after the recent California fires, the chat rooms and news groups were full of people offering various kinds of help. Quilts were made honoring the children who died in Oklahoma, and supplies were shipped to Californians who lost their homes.

A man called Magic Mike who has access to scraps from a fabric factory now sends those scraps to

## DEAR ABBY

quilters across the country who craft for charities, for the price of the postage. He is not only reducing the size of landfills (where the scraps would otherwise go), but he is also providing very low-cost supplies to charities that need them.

There are whole communities of people on the Internet who have never met face-to-face or spoken on the telephone, but are ready, willing and able to act whenever a call for help is transmitted.

The Internet has more caring people than it has the bad seeds we read about in the paper. It's time to turn the spotlight away

from the few who are giving it a bad name and shine it on those who are quietly making this a better world through their use of this Information Age tool.

— LESA FARMER, KANSAS CITY, KAN.

**DEAR LESA:** Your letter is very timely, and I am pleased to help highlight the good side of the Internet.

The Internet provides millions of people with access to the information superhighway, an electronic assortment of resources, information and communication. Today's computers make navigating the Internet so easy that almost anyone can do it, and the cost is becoming more reasonable every day.

People communicate with one

another through newsgroups, mailing lists, e-mail and chat areas, where they can ask for and receive information, share experiences, and access worldwide resources on virtually any topic.

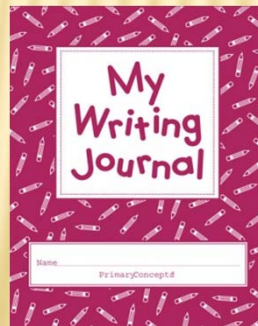
**DEAR ABBY:** In a recent column (I've lost the clipping, so I can't give you the woman's "nom-de-gripe") a woman complained that her son and daughter-in-law refused to have children, thus depriving her of her *rightful* grandchildren. And, although she didn't specify it, her qualification of the family background — doctors, lawyers, college professors, etc. — indicated that she perceived it to be her son's duty to contribute to and further the family's illustrious gene pool.

- ✘ With this type of activity, students make up a problem and write a letter to the columnist (one appointed in the class)
- ✘ The appointed columnist then writes back to the student with a recommendation



# WRITING JOURNALS: PROCESS WRITING

- ✘ Focuses on allowing students to write with plenty of room for error
- ✘ Standard correction begins slowly; only mistakes made in grammar & vocabulary that have been previously taught are corrected



# PROCESS WRITING

Is all about the process of  
WRITING!!

# INCORPORATED PROCESS WRITING INTO YOUR STUDENT'S LEARNING ROUTINE

Aim:  
improve  
writing skills

Levels:  
Beginning to  
advanced





# OUTLINE THE PROCESS TO STUDENTS

- ✘ Encourage learners to write in their journal at least a few times a week.
- ✘ Explain the idea of process writing, and how mistakes aren't important at this stage.
- ✘ Students should write on the front side of each page only. Teachers will provide notes on the writing on the back.
- ✘ Start this activity by modeling the first journal entry as a class.
- ✘ Ask students to come up with various themes that could be covered in a journal
- ✘ Ask each student to choose a theme and write a short journal entry based on this theme.
- ✘ Collect the journals the first time in class and do a quick, superficial correction of each student's journal.
- ✘ Ask students to rewrite their work based on your comments.
- ✘ After this first session, collect students' workbooks once a week and correct only one piece of their writing. Ask students to rewrite this piece.

# CORRECTING WRITTEN WORK

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## STUDENT'S VIEWPOINT

- ✘ Demoralizing to student if errors are marked in red

## SOLUTION: USE SYMBOLS

- ✘ P – mistake in punctuation
- ✘ / – unnecessary word
- ✘ Gr – grammatical error
- ✘ WW – wrong word
- ✘ SP – spelling mistake
- ✘ ^ – word omitted
- ✘ T – wrong tense
- ✘ WO – incorrect word order

# DIFFICULTIES IN CORRECTING INDIVIDUAL PIECES OF WRITING



# USE THE BLACKBOARD

**Write sentences that require  
correction on the board**

# USING SONGS IN THE CLASSROOM

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# Rock Around The Clock

# 2

## 1 What's the song about?

glad rags = smart clothes

hon' = honey, a way of saying 'darling' in the USA

to be in seventh heaven = to be very, very happy



to go strong = to continue with energy

broad daylight = after night, when it is completely light

to yell = to shout

to rock = to dance rock 'n' roll

## 2 Rhyme time.



one sun, \_\_\_\_\_ too who, \_\_\_\_\_  
 four door, \_\_\_\_\_ then men, \_\_\_\_\_  
 seven eleven, \_\_\_\_\_ tonight bright, \_\_\_\_\_

## 3 Finish the lines.

- 1 One, two, three o'clock, four o'clock, rock,
- 2 Five, six, seven o'clock, eight o'clock, rock,
- 3 Nine, ten, eleven o'clock, twelve o'clock, rock,
- 4 We're gonna rock around the clock tonight.

- 5 Put your glad rags on and join me \_\_\_\_\_
- 6 We'll have some fun when the clock strikes one,

Chorus

- 7 We're gonna rock around the clock tonight,
- 8 We're gonna rock, rock, rock til broad \_\_\_\_\_
- 9 We're gonna rock, gonna rock around the clock tonight.

- 10 When the clock strikes two, three and four,
- 11 If the band slows down, we'll yell for \_\_\_\_\_

Chorus

- 12 When the chimes ring five, six and seven,
- 13 We'll be rockin' up in seventh \_\_\_\_\_

Chorus

- 14 When it's eight, nine, ten, eleven too,
- 15 I'll be goin' strong and so will \_\_\_\_\_

Chorus

- 16 When the clock strikes twelve, we'll cool off, then,
- 17 Start a rockin' round the clock \_\_\_\_\_

Chorus



# EXAMPLE





# EFL LESSONS USING MUSIC

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<http://www.supremeducation.org>

<http://GetEnglishLessons.com>

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Personal assessments  
Learning Strategies  
Language Awareness

# LEARNER TRAINING





# PERSONAL ASSESSMENTS

*Usually*

*Sometimes*

*(almost)  
never*

*Don't  
know*

1. Did/do you get good results in grammar tests?

2. Do you have a good memory for new words?

3. Do you hate making mistakes?

4. In class, do you get irritated if mistakes are not corrected?

5. Is your pronunciation better when you read aloud than when you have a conversation?

6. Do you wish you had more time to think before speaking?

7. Did/do you enjoy being in class?

8. Do you find it difficult to pick up more than two or three words of a new language when you are on holiday abroad?

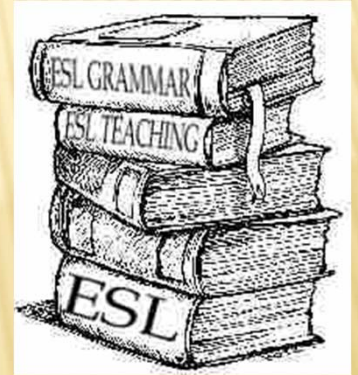
9. Do you like to learn new grammar rules, words, etc. by heart?



# LEARNING STRATEGIES: TRAIN STUDENTS TO...

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1. ..use textbooks
2. ...use communicative activities properly
3. ...read for gist
4. ..deal with unfamiliar vocabulary
5. ...to use dictionaries



# HOMEWORK

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1. Design your own ESL oral communicative activity for a beginners' class based upon what you've learned in this unit.
2. Design your own written communicative activity for an elementary level adult ESL class based upon the ideas in this unit.

# REFERENCES

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1. Harmer, Jeremy. (1991). The Practice of English Language Teaching. New York: Longman Publishing.
2. Parrish, Betsy. (2004). Teaching Adult ESL. New York: McGraw-Hill.