

3-1-3-1 CONTENT OF THE ACTIVITY

Warm up : Guided questions

Questions: - Who has a friend/best friend (s)?

- Do you know your friend well? Why?

- If you want to know more about your friend what do you ask him/her?

Expected answer: We ask about his /her likes, dislikes, hobbies/leisure activities, favourite sports, ambitions, hopes, etc.

- In return, what does your friend expect you to share with him/her?

Expected answer: We ask about his /her likes, dislikes, hobbies/leisure activities, favourite sports, ambitions, hopes. Teacher: So, if you want to be friend with someone, you should know many things about each other.

Pre-speaking : Matching

Instruction : Match the words in column A with its corresponding definition in column B

A	B
1-Relaxing	a-Stimulating no interest or enthusiasm.
2-Typical	b- Period of inactivity.
3-Housework	c- Making sounds expressing amusement
4- Boring	d- Most liked.
5-Brilliant	e- Away from particular place.
6-Laugh	f- Having the usual characteristic.
7-Out	g-School work done at home.
8-Winter	h-Tasks that are regularly done in a house.
9-Favourite	i- Relieving from effort and stress of everyday life.
	j- Excellent

Expected answers:

1	2	3	4	5	6	7	8	9
i	f	h	a	j	c	e	b	d

Hints: -These words are seen in the game.

-Students are divided into groups of four people.

-The exercise is done orally.

While speaking : Board game (Group work)

Instructions: 1- Put the game board in the middle of the table and place a watch next to it.

2- Put the counter on the square marked START. (A counter: A small object used to mark the player's position)

3- Throw the dice and the first player to throw a six starts the game.

4-The player throws the dice and moves the counter along the board according to the number on the dice.

5-The player reads the topic on the square where the counter has landed on and talks about it for 30 to 60 seconds.

6- If the players land on a square with the instruction to ask somebody else, he/she should read the topic aloud for the addressed person who then talks about it for 30 to 60 seconds.

7- The game continues until the first player reaches the square marked FINISH. Then, you move to the next player.

8- All players take notes about their friends' answers and name.

Hint: After sharing the game board, the teacher gives the instructions.

Expressions: I'd love to (V-to)

I like+ V(ing)

I'd like/prefer to (V-to)

I don't mind + V(ing)

I enjoy + V(ing)

I hate + V(ing)

Post speaking : Reporting

Instruction: Choose five topics of the squares and share your friend's answers to the chosen topics to the whole class.

Hints: - Students are asked to work individually.

- The teacher asks for volunteers to report.

3-1-3-2 COMMENTS ON EXPERIMENTATION N°3

As opposed to the students in experimentation n°2, students in this class are quiet, serious and disciplined despite their large number. We have already noticed that during our class observation. Therefore, we were eager to deal with the experimentation of our lesson plan. Right at the beginning we noticed that the learners were motivated to answer the questions asked by the teacher because the questions were simple and related to ordinary life.

Even though the main purpose of the activity is to make students speak the target language, we used a matching exercise as a pre-speaking activity to raise students' background

knowledge and also to put them into context. Moreover, this pre-speaking activity helped students to play the game while speaking since the vocabulary items that they saw in the matching were seen in the main activity; that is, in the game board and that helped much to understand the game. Therefore, students were highly motivated to play the game as they found it new and fun for them. It is worth mentioning that the board game contains thirty squares each of which contains a different topic and the player is asked to answer according to the instruction in the square. As such, students were quite concentrated and lively as each topic brought them to real life situations. Since they were asked to work in groups, they were eager to know one another; besides, we noticed that the students were very relaxed and enthusiastic. We could then say that they had the opportunity to learn in a relaxing and enjoyable way.

Even so, we have to point out some negative points. Even though many students were willing to participate in the post speaking activity, the time was not enough so only some of them could report in front of the class. Moreover, the game required a watch and most of the students did not have one so instead of speaking for thirty to sixty seconds, some students spoke for less than thirty seconds and some other students spoke for more than sixty seconds. In other words, the timing was not respected. However, that problem could be avoided if there was a clock on the wall.

Last but not least, we also noticed some grammatical mistakes from the students. When talking about past events, some students still use the present continuous tense. Also, many of them dropped the 's' in the third person of singular. Hence, we should have made a grammatical review before dealing with the main activity. Therefore, through this problem about subjects-verbs agreements, we address ourselves to explaining the use of 's' in the third person of singular to the learners orally. To conclude, despite the negative side we previously mentioned, we can say that the use of games motivates students to speak the language and that helps them to improve their speaking skill. We can therefore say that we are satisfied with our experimentation and the game we used was doable in classrooms.

3-1-4 Experimentation n°4

Title :General review of the official syllabus

Date: 29th May 2015

Grade :Terminale A3

School : Lycée Nanisana

Duration : 1hour

Number of students: 50

Fun activity used : Game

Objective: Students will be able to talk about different topics in the official syllabus.

Material/aids: Dominoes, Blackboard, Question sheet (Cf Appendix 4B1,4B2, pp.xxiii-xxiv).

Stage :Pre-speaking (15min)	Technique(s)	Activity (ies)	Skill (s)
Stage Objective: To put students into context.	Technique: -Guided questions -Giving Instructions	Activity: Students are asked some questions. Explanation of the game.	SPEAKING

Stage :While- speaking (30min)			
Stage Objective: Students will be able to talk about different topics related to their level of education.	Technique : Dominoes (Group work)	Activity: - Students are asked to play the game according to the number of the spots on the dominoes and the instruction related to the number. - Students are asked to take notes.	LISTENING SPEAKING WRITING

Stage : Post speaking (15min)			
Stage objective: Students will be able to defend their opinion.	Technique : Discussion	Activity:-Some volunteers students are asked to come in front of the class to discuss a given topic. (Still related to the official syllabus.) -All other students play the role of audiences and judges (likes or dislikes).	SPEAKING

3-1-4-1 CONTENT OF THE ACTIVITY:

Pre-speaking : Guided Questions

Questions:

T: Who has ever played dominoes?

The teacher asked students to raise their hands.

T: Can you tell us how you play dominoes? Can you give some rules?

S: The player has seven dominoes each and the first player to get rid of his or her dominoes wins.

Each player should hide his/her dominoes from the other players. The number of the spots on the domino should match.

T: Do you like playing dominoes?

SS: Yes

T: So, we are going to play dominoes.

Instructions: This time this is how we play dominoes.

- 1- Form a group of five people and each player draws five dominoes.
- 2- Whoever has double six starts by playing it **face up** in the middle of the table.
- 3- Each player in turns now has to match one end of the central row of dominoes with one of the dominoes in his hand. Then, count the spots and read the related instruction in the question sheet aloud and answer it within two minutes.
- 4- If no one has a matching domino, then the player one (the first player) can play any domino in his hand.
- 5- The first player to get rid of all his or her dominoes wins.

While-speaking : Playing dominoes

Question sheet :

Question 1 : Tell us about your daily routines. (Unit4)

Question 2 : Poor countries will never get developed. They become poorer and poorer. Do you agree? After giving your point of view, ask one of your friends to give an opposite answer. (Unit 1)

Question 3: What do you think about insecurity in Madagascar? (Causes, consequences)

Question 4 : According to you, what may cause generation gap and how to solve it? (Unit3)

Question 5 : What are the advantages and drawbacks of using facebook? (Unit 6)

Question 6 : Public schools should be free of charge for all citizens. Give your arguments.

Question 7 : How can we reduce unemployment? (Unit 5)

Question 8 : You had just bought a new cloth in a shop. When you arrived at home, it didn't fit you and there was a hole in it. You wanted to change it to a new one; so, you went back to the shop. (Choose one person in the group to be the shop assistant. Introduce yourself to the shop assistant, explain him or her situation and ask for another size of the cloth.) (Unit9)

Question 9 : What does: WHO, FAO, IMF, UNESCO stand for? Explain their aim to your friend. (Unit 7)

Question 10 : What are the causes of the destruction of the environment? Then give one solution and ask your team to give other solutions to protect the environment. (Unit 9)

Question 11 : Tell your friends about a memorable event that you experienced in the past.

An event that made you happy or sad. (Unit 14)

Question 12 : Which part of your body you don't like or wish to have it differently. Use 'I wish' when you built your sentence. (Unit 10)

Post-speaking : Discussion

Situation : 'Women should not work; their place is at home.' Do you agree or disagree?

Hint : The teacher asks four (4) volunteers students; that is, two boys and two girls to come in front of the class to discuss the given topic. The audiences are asked to listen to them carefully and after the discussion they are expected to give 'likes' or 'dislikes'. The pair who has the most 'likes' wins. Before dealing with the main discussion, the volunteers students are given time (5min) to prepare; that is, to collect ideas.

3-1-4-1 COMMENTS ON EXPERIMENTATION N°4

In the pre-speaking stage, the fact of asking students about dominoes helped them to remind the general rules about domino game. It also helped some students who did not know the real meaning of dominoes in Malagasy and when one student was asked to give some rules, the students said 'Ay ve dômy e!'. Hearing the students' reaction, we felt very optimistic because the students knew how to play the game. Moreover, the fact that the learners had already played the game has attracted their attention and motivation. Even though the rule of the dominoes that the students are asked to play was not totally the same as they played in their ordinary life, they did not have difficulty playing the game. During the while speaking stage, we felt that most of the learners were interested in the game. We also noticed that the learners enjoyed the activity as it gave them an opportunity to review their lessons and also to improve their speaking skill in a relaxed and enjoyable atmosphere.

As for the post speaking activity, the students were not reluctant to participate not only because the topic is not new to them but also they really want to share and defend their ideas.

They dealt with the topic seriously and one of the positive aspects that attract our attention in this experimentation was the fact that some boys disagree with the statement and they really cared about life. The fact of asking the remaining students to be both the audiences and the judges also helped much to avoid noise in the classroom. The learners particularly enjoyed the role of the judges when they were asked to show a thumb up or a thumb down to express 'likes' or 'dislikes'. Unfortunately, some negative points should be mentioned. During the while speaking stage some students remain stubborn especially some boys sitting at the back. They did not follow the instructions; either they just played the dominoes and neglected the questions or they just tried to answer all the questions in the question sheet without playing the dominoes. So, we decided to stand next to them for few minutes to monitor the game and asked them to deal with it properly. Besides, for the time devoted to answer the questions, some students managed to answer the questions within the limited time; however, some other students found some questions hard to answer and that made them exceed the time limits (2 minutes). Besides, in the post speaking activity we could only have six (06) pairs of students; that is, twelve (12) students as the time was not enough. Because of financial problems, we could not afford authentic dominoes so we decided to use homemade dominoes; that is, dominoes made of box.

In a nutshell, despite the negative points we have mentioned, we think that this experimentation was good and our objective was reached. This experimentation revealed us that games can be used to improve students' speaking skill in an enjoyable and motivating atmosphere. It also helped students to work hard without noticing the effort they spent. We, then, thought that not only is game one of the activities that learners find fun but it is also useful for teachers who want to improve their students' ability to speak.

3-1-5 Experimentation n°5

Title : Narrating social events

Date: 10th June 2015

Grade : Terminale A3

School : Lycée Ambohimangakely

Duration : 1hour

Number of students : 60

Objective : Students will be able to narrate social events.

Material/aid : Blackboard, Stories. (Cf Appendix 4C, pp.xxv-xxviii)

Stage : Pre-speaking (15min)	Technique(s)	Activity (ies)	Skill (s)
Stage Objective: To put students into context.	Technique(s): Storytelling	Activity: -The teacher narrate a social event. - Some students are asked to narrate other social event.	SPEAKING

Stage :While speaking (30min)			
Stage objective: Students will be able to narrate stories related to social happenings.	Technique(s) : Discussion Story-telling (Group work)	Activity: - Students are asked to read the story. (Silent reading) -Discuss it with their mates to understand the story. - Students are asked to form another group in which each group member has different stories.	READING LISTENING SPEAKING

Stage : Post speaking (15min)			
Stage objective: Students will be able to narrate social events.	Technique : Narration	Activity: Some volunteers students are asked to come in front of the class to narrate the story.	SPEAKING

3-1-5-1 CONTENT OF THE ACTIVITY:

Pre-speaking : Narrating a social event.

Teacher: Now, I'm going to tell you a story.

Yesterday, on my way home, I saw a woman with two men. At first, I thought they were friends and when I passed by them, the woman looked at me in a strange way as if she were afraid of something; but she didn't say anything. Then, I heard someone shouting behind me, I

turned my head and I saw it was the woman. I wondered where the two men were. After that, the woman ran and shouted out loud they had stolen my golden earrings and my wedding ring.

Question: Have you ever seen or heard something like that in your society?

Can you tell us what happened?

While-speaking : Story-telling (Group work)

Sharing the short stories (See appendix) to students and dividing them into groups of four people.

Step 1 : Each member of a group has the same story. They are asked to read the story silently. Then, discuss about the story and try to help students in their group if some of them have difficulties to understand the story.

Step 2 : Each member of a group has different stories. Each of them is expected to narrate the story to their friends.

Post-speaking : Narrating the stories.

The teacher asks volunteers students to narrate the stories in front of the class and the remaining students are asked to listen carefully and give additional information if the narrator has omitted some.

3-1-5-2 COMMENTS ON EXPERIMENTATION N°5

It is worth mentioning that our use of narration in the first place encouraged students to participate. The students realized that the story really happened in real life; therefore, they are highly motivated to narrate some other social events. In addition, we could realize that the fact of asking them to narrate other social events enables them to speak or narrate in a natural way. Moreover, during the while speaking stage, the students' motivation to speak is still maintained as the stories were not difficult to understand and the content of the stories were so funny that each experimented representative of the group was eager to narrate his/her story to the new group in which they belong (Step two in while speaking stage). Also, as the students were asked to narrate the stories but not read them to their friends, we noticed that many of them followed the instruction and tried to narrate the stories in their own way. As far as the post speaking activity is concerned, we did not have difficulty as many students volunteered to narrate the stories in front of the class. However, we cannot deny that some negative points happened. Even though the stories were meant to relate to the students' level, some of the students failed to understand the stories and that caused some of them to mumble; consequently, we were obliged to explain the story in our native language to some of them. As we previously

mentioned many volunteers wanted to narrate the stories but since there were only four (4) stories, we were obliged to appoint only four of them; two (2) boys and two (2) girls. For that, we just asked students sitting at their desk to add when some information was omitted by the narrator.

In a nutshell, it is proved that storytelling is one of the fun activities that teachers can use to develop their students' ability to speak. It is also important to mention that the content of the stories played an important role in boosting students' interests and motivation. We also noticed during our experimentation that the students had pleasure when narrating the stories.

CONCLUSION TO THE EXPERIMENTATIONS

The four (04) lesson plans that we have experimented in some Malagasy lycées helped us to know the reality in class, especially when teachers use fun activities to develop learners' speaking skill. As we could see previously some negative points were mentioned and needed to be improved; however, we could say that our lesson plans were practicable and doable in classrooms. In other words, fun activities help both teachers to attract students' attention and motivation and students to use the target language between them in a meaningful way.

As we could notice two (02) of the lesson plans were based on games: A board game and dominoes; they were specially done to check if games can be used in class as many teachers were reluctant to use them according to the data collected through questionnaires and classroom observations. Again, with a good classroom management, games are an efficient way to motivate students to participate in class. The other lesson plans was about storytelling; however, we combined it with jokes as the content of the stories were like jokes and the students found them fun. We also experimented this one to check whether they really motivate learners to participate in the activity and to speak the language or not. The last activity was a discussion. As we noticed in the experimentation number one, the discussion was drawn from a song. It was also meant to confirm the theories we had in the first part of this present work and to check the information we had through the questionnaires and classroom observations.

All in all, through the experimentations we conducted, we could conclude that fun activities can be used to develop learners' speaking skill especially in terminal level in lycées. Even though they require a serious preparation, we can say that they can help students to develop their speaking skill and they can also help teachers to reach their objective. Taking into account the problems that teachers may face when using fun activities, we think that some general suggestions are worth mentioning in the next subpart of this present study.

3-2 GENERAL SUGGESTIONS

As we could notice through the result of the questionnaires, classroom observations, teachers encountered problems especially in dealing with speaking activities. Therefore, we are going to deal with some general suggestions including our personal recommendations based on the use of fun activities to develop learners' speaking skill in this last subpart. In this subpart we will consider in the first place the choice of fun activities, time management and classroom management.

3-2-1 Choice of fun activities

There are many fun activities that we can find in different sources; however, not all fun activities can be used in the field of education. There are some points that we need to take into consideration when selecting fun activities to avoid unexpected results.

First of all, the fun activities that we select should be appropriate to the students' level; that is, not too childish for them in terms of age and not too difficult for their level in class because that may lead to disorder in classrooms. Moreover, the choice of the activity holds great importance as it is called 'fun', it should be motivating and interesting to students; therefore, before introducing the activity in class, the teacher should consider the activity deeply; that is, think if the activity can meet his students' interest and can motivate them to speak the target language since it is the main objective in this field. In other words, the teacher should stay in his students' shoes. Besides, as we have mentioned before, there are various kinds of fun activities but not all of them can be used in classrooms; that means, the chosen fun activity is expected to be educational. It is crucial to mention that apart from improving learners' speaking skill, teachers should have another objective which is to educate since it is their principal aim for being teachers. Therefore, in and/or after performing the activity, students are expected to get knowledge from the activity even though they deal with it in an enjoyable way.

In short, there are many characteristics that teachers may find as far as fun activities to develop learners' speaking skill is concerned but those previously mentioned are what we think the most important and might be efficient to help teachers to choose fun activities in order to develop their learners' ability to speak.