

PART THREE: EXPERIMENTATIONS AND SUGGESTIONS FOR USING FUN ACTIVITIES TO DEVELOP LEARNERS' SPEAKING SKILLS IN TERMINALE

This third part is mainly devoted to the practical side of the present study. The analysis of the existing situations in Malagasy lycées through questionnaires and class observations in the second part induce us to experiment some lesson plans to find out if they were practical and efficient as far as developing learners' speaking skill is concerned. Since the objective of the current work is to develop learners' speaking skill in terminale, the experimentation of our lesson plans will only be carried out in terminale level.

This last part is divided into two sub-parts. The first sub-part is about the experimentation of our lesson plans followed by their comments. In the second sub-part, we will give some general suggestions for teachers who face some problems when using fun activities to develop their learners' speaking skill.

3-1 EXPERIMENTATIONS AND COMMENTS

It is worth mentioning that we have drawn five (5) lesson plans. Each of the four lesson plans we experimented lasts about one hour or (60min). Not only were these lesson plans especially designed to help teachers to develop their students' speaking skill through the use of fun activities but they were also meant to help teachers to deal with a general review of the official syllabus as our experimentations took place during the last semester of the school year; that is, during the revision period. The lesson plans include the three stages which are the pre-speaking, while-speaking and post-speaking. The experimentations were performed in the following lycées:

- *Lycée Moderne Ampefiloha*
- *Lycée Andoharanofotsy*
- *Lycée Nanisana*
- *Lycée Ambohimangakely*

3-1-1 Experimentation n°1

Title : Proverbs

Date : 28th May 2015

Grade : Terminale A3

School : Lycée Andoharanofotsy

Duration : 60min

Number of students : 76

Fun activity used : Information gap, Jokes and anecdotes.

Objective : Students will be able to know some English proverbs.

Material/aids : Blackboard, handout, craft

Stage: Warm up (10min)			
Stage objective: To awake students' brain.	Technique: Wh-questions Yes/No questions	Activity: Students are asked some questions about jokes and anecdotes.	SPEAKING

Stage: Pre-speaking (10min)			
Stage objective: To have students ready to study.	Technique(s): Sharing jokes and anecdotes (Group work)	Activity: Step 1: Silent reading of the jokes and anecdotes. Step 2: Sharing jokes and anecdotes orally.	READING SPEAKING

Stage: While-speaking (20min)			
Stage objective: Students will be able to recognize some English proverbs.	Technique(s): Finding partners (Gap filling)	Activity : Students are asked to find the missing part of their proverbs.	WRITING SPEAKING

Stage: Post-speaking (15min)			
Stage objective: Students will be able to know the meaning of the proverbs	Technique(s): Discussion Sharing meanings. (Group work)	Activity: Students are asked to think and discuss about the meanings of the proverbs.	SPEAKING

NB: The five (05) minutes left is for the students to copy the proverbs with their meanings.

3-1-1-1 CONTENT OF THE ACTIVITY

Warm up: - Do you know what an anecdote is?

-What is it?

Expected answer : A short personal story of an event.

-Do you like jokes?

Expected answer : Yes

Pre-speaking: Jokes and anecdotes (group work)

Students are asked to work in groups to share jokes and anecdote. It is a group of four people.

Hints: Each member of the group has one joke or one anecdote and they are asked to hide the small paper containing it to his/her group mates.

The students are asked to have a silent reading of his/her joke for him to understand.

Students are asked to tell their jokes one after the other to their group mates.

One joke or anecdote should not exceed two minutes.

Samples of jokes and anecdotes :

1-A family of mice was surprised by a big cat. Father mouse jumped and said, 'Bow-wow!' The cat ran away. 'What was that, Father?' asked Baby Mouse. 'Well, son, that's why it is important to learn a second language.'

2- A man goes to the doctor and says, 'Doctor, whenever I touch, it hurts.' The doctor asks, 'What do you mean?' The man says, 'When I touch my shoulder, it really hurts. If I touch my knee-OUCH! When I touch my forehead, it really, really hurts.' The doctor says, 'I know what's wrong with you- you've broken your finger!'

3-Two boys were arguing when the teacher entered the room.

The teacher says, 'Why are you arguing?'

One boy answers, 'We found a ten dollar bill and decided to give it to whoever tells the biggest lie.'

'You should be ashamed of yourselves,' said the teacher. 'When I was your age I didn't even know what a lie was.'

The boys gave the ten dollars to the teacher.

4-Son : Dad, What is an idiot?

Dad : An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can't understand him. Do you understand me?

Son : No.

While speaking: Proverbs (Group work)

Samples of proverbs:

1- 'People who lives in glass houses should not throw stones' → Do not criticize other people if you are not perfect yourself.

2- 'Hope for the best but prepare for the worst.' → Bad things might happen, so be prepared.

3- 'Birds of a feather flock together.' → People like to spend time with others who are similar to them.

4- 'Keep your friends close and your enemies closer' → If you have enemies, pretend to be friends with them instead of openly fighting with them. That way you can watch them carefully and figure out what they are planning.

5- 'Actions speak louder than words.' → People show what they really like by what they do rather than by what they say.

6- 'A friend in need is a friend indeed' → Someone who helps you when you are in trouble is a real friend.

Procedures and hints: Students are asked to find the missing part of their proverbs.

Each member of the group has different proverb and when they find the missing part they join their group.

Each group has four different proverbs.

The teacher asks students to give the proverbs.

The teacher corrects the proverbs: Exploitation of the craft containing proverbs without their meanings.

The proverbs are numbered.

The group which finds many correct answers is the winner.

Post speaking: Group work

The group is given time to think about the proverbs meanings, to discuss, and to agree with the meaning of each proverb.

Students are asked to share what they think about the proverbs to their classmates.

The teacher gives the correct meaning of the proverbs: Exploitation of the craft containing the meaning of the proverbs.

The meanings are numbered according to their corresponding proverbs.

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

It is important to mention that we could finish the activity within the time limit; that is, one hour. Despite the large number of the students (76), we could manage the conduct of the activity. Since the very beginning –in the warm-up stage, we had positive impression about what will happen in the next stage of our activity. When we asked learners about anecdotes, one of them volunteered to answer and when we asked about jokes, all of them shouted and say ‘Yes’. Therefore, it was easy for us to introduce the next stage, pre-speaking activity, using jokes and anecdotes. As the students were asked to read their jokes and anecdotes in their mind, we could notice that they understand the content by smiling or laughing after the reading. They were appropriate to their level so the students were eager to tell their jokes/anecdotes to their group members. We could notice that they found the activity interesting and funny and that encouraged them to take part. As we have already seen in the theoretical part, not only do humorous devices bring joy and happiness to students but they also offer relaxed atmosphere in the classroom. Moreover, during the while and post speaking stage, they really tried to find their partner and help each other to understand the proverb. In other words, as we have already seen in the theoretical part, we could crosscheck that information gap activity presents opportunity for students to solve problem with their friends and to speak English in their classroom.

However, we would like to mention some negative points we met during this experimentation. Some students were not able to find their partner so we are obliged to help them in finding their partner. Others find their partner but had difficulty to understand their proverbs or they had no idea at all. Consequently, we tried to explain them the literal meaning of the proverb to help them to understand the real meaning of the proverb.

In a nutshell, despite the negative points mentioned, we could say that humorous devices and information gap activity can contribute to the development of learners’ speaking skill.

3-1-2 Experimentation n°2

Title : Opinions and arguments

Date : 18th May 2015

Grade :Terminale A6

School : Lycée Moderne Ampefiloha (LMA)

Duration : 45min

Number of students : 58

Fun activity used : song, discussion

Objective : Students will be able to express their opinion

Material/aids : Blackboard, Computer, Song

Stage: Warm up(5min)			
Stage objective: To put students into context	Technique: Wh-questions Yes/No questions	Activity: Students are asked some questions about love.	SPEAKING

Stage: Pre-speaking(10min)			
Stage objective: To check students' understanding of the song and to draw them to the main task.	Technique(s): Listening Wh-questions	Activity: - Students are asked to listen to the song carefully. - Students are asked to answer to some questions related to the song.	LISTENING SPEAKING

Stage: While speaking(20min)			
Stage objective: Students will be able to share and defend their opinions/arguments.	Technique(s): Group work Open Discussion	Activity:-Step1: Students are given a statement to discuss. -Step2: Dividing students into small groups according to their choice- FOR/AGAINST . -Step3: Combining two groups from different views to discuss.(Large group) -Step4: (Whole class) All FOR students are asked to discuss with all AGAINST students.	WRITING SPEAKING

Stage : Post speaking (10mn)			
Stage objective: Students will be able to talk about their opinions in a given situation.	Technique (s): Summarizing Reporting	Activity: Students are asked to summarize all FOR/AGAINST arguments to report to the whole class.	SPEAKING

3-1-2-1 CONTENT OF THE ACTIVITY

Warm up : Wh questions; Yes /No questions

Examples: Is it possible to fall in love at the age of 13?

According to you, what is the right age for a boy/girl to fall in love? Why?

According to you, what is the best age to get married?

Pre-speaking : Listening/Wh- questions

Listening to a song entitled 'Hanambady aho' by Gangstabad and Princio.

After listening to the song, students are asked to answer these following questions:

1-What is the song about? (Is it about politics, economy, love?)

Expected answer: About love

2- What does the young girl want to do? Why?

Expected answer(s): She wants to get married because she thinks that she is mature and needs a boyfriend. She doesn't want to become a spinster, etc.

3-Does her father accept? Why?

Expected answer(s): He doesn't accept because he thinks that his daughter is still a child, not mature enough.

While speaking : Discussion

Step 1 : Statement: 'It is bad to fall in love and to get married early .Parents should do everything to stop their children.' Do you agree/disagree? Why?

Step 2: Dividing students into small groups according to their choice.

Eg: G1 (FOR), G2 (FOR), etc. / G1 (AGAINST), G2 (AGAINST), etc.

NB : -Students share ideas, opinions and arguments in their respective group.

-It is a group of four people.

Step 3: Combining students from different groups to discuss.

Eg: G1 (FOR) discusses with G1 (AGAINST)

G2 (FOR) discusses with G2 (AGAINST), etc.

Step 4: Open Discussion

All FOR students discuss with all AGAINST students by taking turn.

Eg: One argument from FOR Vs One argument from AGAINST, and so on.

Expressions/vocabulary items:

EXPRESSING OPINIONS	AGREEING WITH OPINIONS	DISAGREEING WITH OPINIONS
In my opinion, S+V I think (that), S + V According to me, S+ V As far as I'm involved, S + V	Yes, I agree with you. I quite agree with you. Yes, definitely. Sure/You are right.	I'm afraid I don't agree / disagree with you. I wouldn't say that. I can't agree with you. That's nonsense/rubbish.

Post speaking : Summarizing and Reporting

Students are asked to summarize the arguments from FOR and AGAINST.

Some volunteer students from FOR and AGAINST groups are asked to report in front of the class.

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

It is worth noting that this session was rather short as it only lasted forty five minutes (45min). However, as the main objective of the lesson was to help students to speak the target language while expressing ideas, we think it was enough.

Before dealing with the experimentation, the teacher made us aware that the students are very talkative. Therefore, we were a little bit worried about what may happen. At first, the students seemed to be talkative but when we asked them some questions about love, they were very interested and were proud to answer the questions as they felt concerned about the topic. Besides, when we asked them to listen to a song especially to the lyrics they were concentrated. Students knew the song and were interested in the lyrics but still left in suspense about what will be expected of them, which we think is quite good. Therefore, it was easier for us to introduce the topic for discussion. When the students were asked to work in groups, they were very active and enthusiastic. We could then realize during the experimentation that discussion

is one of the activities that their teacher uses in class as the students appeared familiar with the activity. Moreover, listening to the song activated students' background knowledge and helped them to find ideas to discuss. In addition to that, the students understood the topic so it was easy for them to share their opinions to their mates. As for the post speaking activity, since they were familiar with the topic during the while speaking stage, they did not have difficulty when they are asked to report the ideas in front of the class.

However, some negative points are worth mentioning. Although the song was known to students, it was too long for them as it lasted about five minutes and that created a little annoyance to them as they were eager to know the next activity. Instead of playing the whole song, we should have played just some extracts of the song to avoid such annoyance. Besides, when we asked volunteer students to report only few of them volunteered because they were shy; therefore, we were obliged to appoint students. Because of their shyness, students preferred to be appointed than to volunteer.

Despite the negative points mentioned previously, the learners were quite relaxed while speaking as they were given the opportunity to share ideas and discuss between themselves. At the end of the report, we noticed that most of the students agreed on the statement and many of them cared about their future life. All in all, the use of the song and discussion as a technique were very helpful to the teacher as they attract students' attention and motivate them to speak in a purposeful and meaningful way.

3-1-3 Experimentation n°3

Title : Talking about different topics

Date : 21st May 2015

Grade :Terminale A3

School : Lycée Andoharanofotsy

Duration : 40min

Number of students : 60

Fun activity used : Game

Objective : Students will be able to talk about different topics (likes and dislikes, ambitions, hopes and preferences, etc.) by playing with a board game.

Material/aids : Craft, Blackboard, Game board, counter, watch. (Cf Appendix 4, pp.xx- xiii)

Stage : Warm up (5min)	Technique(s)	Activity (ies)	Skill(s)
Stage Objective: To make students be ready to study.	Technique(s): Guided questions	Activity: Students are asked to answer some questions about their friends.	SPEAKING

Stage :Pre-Speaking (5min)			
Stage objective: To put students into context.	Technique(s): Matching	Activity: Students are asked to match the words with their definitions.	SPEAKING

Stage : While-speaking (20min)			
Stage objective: Students will be able to talk about themselves (Sharing likes, dislikes, ambitions, etc.)	Technique : Game (Using board game, group work)	Activity: - Students are asked to play the game according to the given instruction in the squares. - Students are asked to take notes.	LISTENING SPEAKING WRITING

Stage : Post speaking (10min)			
Stage objective: Students will be able to talk about their friends' likes, dislikes, ambitions, hopes, opinions, etc.	Technique : Reporting	Activity : Students are asked to share some information about their friends to the whole class.	SPEAKING