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POSTGRADUATE STUDIES – SECOND CYCLE

"The importance of using communicative activities and strategies to develop EFL learners' speaking skill – A case study from the primary school "Fan S. Noli", Kamenicë"

CANDIDATE:

Lejla Hoda

MENTOR:

Assoc. Prof. Dr. Veronika Kareva

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ABSTRACT

The purpose of this study is to investigate the importance of using communicative activities and strategies to develop EFL learners' speaking skill. Speaking skill has a great importance in developing learner`s language. The study takes place at the primary education level and the participants selected for the study are EFL students coming from the school "Fan S. Noli", Kamenicë. The sample includes one hundred 5th grade students. A part of this study is the research experiment which is done with the same level of the students. They were divided in two different groups: the experimental and observed group. The experimental group included 54 students, whereas the observed group included 46 students. Both groups learned the same English topic but in a different way. The experimental group was taught by the modern method and communicative activities were used in the lessons whereas the observed group was taught by traditional method and did not use communicative activities. This research experiment helped us to measure students` motivation, the effectiveness of communicative activities, students` attitude toward the communicative activities, their understanding, etc.

Moreover, this study attempts to identify various communicative activities and strategies that can boost EFL learner's speaking skill; it analyzes the complication which learners may have while speaking in a foreign language and how can we as English language teachers help them overcome these difficulties. It is obvious that most of the EFL learners find speaking difficult and they often cannot communicate appropriately in a foreign or new language, so this study tries to explore students' attitudes towards activities and strategies that can be used in English classes.

In order to measure these mentioned objectives, quantitative and qualitative data were gathered. The instruments used in this research were: *students' questionnaire* which determines the importance of using communicative activities in English classes, how useful are they and how easy students can develop their speaking skill through them, and *teachers' interviews* which provide necessary questions in order to get teachers` opinion about the way of teaching and which elicits their perceptions and reactions toward the importance of using communicative activities and strategies to develop EFL learners' speaking skill.

The gathered and analyzed results showed that students who were taught by communicative activities were more motivated to speak in a foreign language, were aware about the importance of communicative activities and strategies to develop their speaking skill, and they were more concentrated in the lessons. So, students practice their speaking part in a better way when attractive communicative activities are applied in EFL classes and they are more interested and motivated to practice their speaking.

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CHAPTER I: INTRODUCTION

Speaking is a very important part in a language learning and teaching process. Since it is believed to be the most difficult part to be mastered by EFL students, teachers should find easier ways to help them develop their speaking skills. Students usually feel unsure while speaking in a foreign language and most of the time they are shy to take part in class discussion and this happens due to the reasons like, the lack of motivation in learning English and sometimes due to the inappropriate techniques used by the teacher in teaching speaking skill. So, it is essential for every English language teacher to use communicative activities and strategies in their classes in order to improve students` speaking part effectively. Communicative activities are a great way to make students active in the learning process and at the same time to make their learning more fun.

1.1 Background of the study

Speaking is a very important part in a language learning process and it is the most common form of communication (Littell, 1982). Through speaking learners can communicate with others and they can express their ideas. Speaking is a part of our lives and it is the skill which the students are most frequently judged upon the real situation (Bygate, 2009). Speaking is important both in English language teaching and in English learning process. According to Bygate (2009) speaking is in many ways an undervalued skill. Speaking can facilitate language acquisition and contribute towards the academic development of many second language learners (Goh & Burns, 2012). It is often the most difficult skills to be mastered by the learners, among the four communication skills, listening, writing and reading. Thornbury (2003), claims that speaking represents a real challenge to most language learners. According to Luoma (2004), speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation.

Students usually feel afraid of speaking in a foreign language during the classes and this happens due to the reasons like, the lack of motivation in learning English and sometimes due to the inappropriate techniques used by the teacher in teaching speaking skill. It needs

habit because it is a real communication and it is a productive skill so it needs practicing as often as possible. Considering this fact, English language teachers should implement modern and creative activities in order to overcome this situation and help language learners effectively improve their speaking part. Learners prefer to learn in enjoyable environment and I believe that communicative activities are the best motivation to help learners speak in an appropriate atmosphere. Moreover, motivation plays an important role when we apply communicative activities and it promotes success and achievement in the foreign language learning. When students speak confidently in a foreign language then they can interact better in real life situations.

1.2 Significance and purpose of the thesis

The purpose of this study is to investigate the importance of using communicative activities and strategies to develop EFL learners' speaking skill, it attempts to identify various communicative activities and strategies, it analyzes the complication which learners may have while speaking in a foreign language, it tries to explore students' attitudes towards communicative activities and strategies.

Sometimes the communicative activities and strategies used by English teachers may be monotonous and they do not encourage students to participate in class activities and as a result, students are often passive in English classes. After observing in some English classes in public schools, I have realized that there is a lack of the use of effective communicative activities, most of the time students were passive and the teachers did not encourage them to participate in class activities. English teachers used traditional method and they kept talking during all the lessons by explaining and giving instructions related to a particular topic without allowing students to practice their speaking part in the classroom. Basically, students practice their speaking only when they read their homework or read any instructions from their books.

Since, EFL teachers do not use any communicative activities in English classes in order to make the lesson more attractive, it is obvious that students in such situation feel less motivated, less concentrated and they might get bored in English lessons. So, taking in consideration the fact that there is a major gap of the use of communicative activities in EFL

classes, this study tries to help students as well as EFL teachers to be aware of the importance and benefits of communicative activities; to be more interested and more motivated to use speaking activities in order to improve students` oral proficiency.

1.3 The structure of the study

This work is composed of five chapters:

Chapter one provides a general introduction and generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

Chapter two contains the review of the relevant literature and studies related to the topic of the thesis "The importance of using communicative activities and strategies to improve EFL students` speaking skills". The first part of this chapter includes general information about speaking skills, its importance in the classroom, speaking difficulties, the role of motivation in the development of speaking skill, whereas the second part includes definition and classification of communication strategies and communicative activities.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis. Most importantly, it develops the experiment differences among 5th grade students, to some of which communicative activities were used during learning process and to some were not used.

Chapter four presents and discusses all quantitative data gathered from the teachers` interviews, qualitative data gathered from students` questionnaires and test speaking proficiency scores. It also presents and analyzes the hypotheses of this study.

Chapter five - deals with the overall conclusions of the study, its limitations and recommendations for the future research studies.

The relevant references and resources used in this study are presented at the bibliography section and appendixes are structured by the end of the thesis.

CHAPTER II – LITERATURE REVIEW

2.1 Introduction of literature review

This chapter covers the literature review and deals with analysis of different books, articles and other sources related directly with the importance of using communicative activities and strategies to develop EFL learner`s speaking skill. This chapter aims to explore different overviews of communicative activities and strategies in teaching and learning a foreign language inside the classroom which help learners communicate confidently when using a foreign language and also help them face with difficulties they may have in speaking. Moreover, the chapter aims to highlight the importance of speaking skill in the classroom, speaking difficulties, and the role of motivation as a factor in the development of speaking skills.

2.2 Definition and importance of speaking

There is no doubt that speaking is essential since without it there is no communication. Through speaking learners can communicate with others and they can express their own ideas. Many experts give different definitions about speaking. Speaking is a very important part in a language learning process and it is the most common form of communication (Littell, 1982). According to (Chaney, 1998, p. 13) the definition of speaking skill is the process of building and sharing meaning through the use of verbal and non-verbal symbols symbols into a variety of context. Speaking is a part of our lives and it is the skill which the students are most frequently judged upon the real situation (Bygate, 2009). Lewis and Hill (1993, p.54) stated that speaking is a process that covers many things in addition to the pronunciation of individual sounds.

So, speaking is important both in English language teaching and in English learning. Bygate (1987: vii) claimed that speaking is in many ways an undervalued skill. Speaking can facilitate language acquisition and contribute towards the academic development of many second language learners (Goh & Burns, 2012). It is believed to be the most difficult skills to

be mastered by the learners, among the four communication skills, listening, writing and reading. Thornbury (2003), claims that speaking represents a real challenge to most language learners. According to Luoma (2004), speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. Speaking can be very challenging for EFL students since they have limited opportunities to use and practice it outside the classroom but its importance is enormous for all learners. Learners, who can speak English well, are more likely to have better chances to get a good education as well as to find a good job in their future. Speaking English well also helps students to access up-to-date information in fields including science, technology and health, also good English speakers will be in a strong position to help their country´s economic, social and political development (Baker, J. & Westrup, H., 2003).

It is very important to practice speaking during a lesson because of various educational reasons such as:

- Speaking activities can reinforce the learning of new vocabulary, grammar or functional language;

- Speaking activities give students the chance to use the new language they are learning;

- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics (Baker, J. & Westrup, H., 2003, p. 5).

Hence, it is very important for students to learn and practice speaking English as well as for teachers to learn how to teach speaking in an easier and attractive way, because it takes time to become fluent in a foreign language even though students may have spent years studying English, but still cannot speak it.

2.3 The importance of speaking in the classroom

Speaking in the classroom is an essential part of the teacher's role since it helps students develop language learning and it encourages them to think in English. Students may have a

good understanding of grammar and vocabulary, but it does not mean that they can be good users in speaking as well. They usually find it more difficult to speak in English language because it usually takes time to master. Even though students may be afraid of making mistakes when speaking in a second language in front of the others or even in front of their teacher, it is essential to keep them active in the classroom. An effective learning is motivating and keeping them active and giving them no chance to use their mother tongue, so they try to speak in English language and it helps them to overcome the fears.

In some classrooms speaking means that the students repeat sentences or dialogues, or chant English words. Repetition is only one useful way of practicing new language. It is important for learners to practice the language they are learning in situations which are similar to life outside the classroom. They need to practice real communication (Baker, J. & Westrup, H., 2003, p.7):

- Talking about their lives;
- Taking about news;
- Expressing their ideas;
- Discussing issues.

Furthermore, it is essential to create a warm environment where students can express their ideas and practice the language without thinking of making mistakes. Practicing speaking in the classroom is a very important issue, since a classroom is not only a place where students can learn about the rules of language, but it is also a place where they can practice using the language in a supportive environment (Baker, J. & Westrup, H., 2003). It is obvious that students can learn a foreign language in different ways, they can learn it without taking any lesson, for example by watching English movies, reading, listening to the music and so on, but for students who learn English in the classroom, new language should be practiced as often as possible. Teachers should use interesting and attractive ways to motivate their students to learn and improve their language and they also should give students the opportunity to use and practice the language they have learned. So, both teachers and learners should pay attention to practice speaking in the classroom since it is very useful to improve their language.

2.4 Speaking difficulties

Teaching speaking is an essential aspect of developing students` sociolinguistic competence in a foreign language at any level (Pawlak, M., 2015, p. 233). The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor (Al-Sibai, 2004, p.3). English language teachers concern about how to help their learners develop their language and especially speaking skill since it has the greatest attention both for teachers and learners while learning/teaching a foreign language. Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because -there is no point knowing a lot about language if you can't use it (Scrivener, 2005, p.146).

Since the focus of teaching speaking is to make students able to communicate without difficulties, teachers should choose a suitable method to teach speaking and create a warm atmosphere in their English classes where the students feel comfortable to participate in communicative activities. Creating a good atmosphere is essential while teaching speaking in the classroom, considering the fact, that students may find speaking difficult and usually feel unsure while speaking in a second language. Hence, while learning another language, teachers should let the students know that making mistakes is totally normal.
Students usually feel afraid and unsure when it comes to speak in a foreign language during the classes and this happens due to many reasons such as, the lack of motivation in learning English, lack of confidence, fear of making mistakes and sometimes due to the inappropriate techniques used by the teacher in teaching speaking skill. Speaking needs habit as well as practice as often as possible. According to Tuan & Mai (2015), leraner`s oral performance is affected by factors like performance situation, they usually try to use their mother-tongue because they find it is easier, listening skills and feedback during speaking. Considering this

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fact, English language teachers should implement modern and creative activities in order to overcome this situation and help language learners effectively improve their speaking part. According to Bygate (1987, p. 4), training students to use the language is one of the main problems in a foreign language teaching.

2.5 Motivation as a factor in the development of English-Speaking Skills

Motivation is one of the main factors affecting the succes in a second language learning process. It is a theoritical construct used to explain the initation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour (Maehr&Meyer, 1997). It helps learners to learn and speak in a foreign language in an easier way. Brown (2001, p. 72) claim that: "One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catch word that gives teachers a simple answer to the mysterious of language learning "Motivation is the difference". Also, Dornyei (2005, p.65) pointed out that: "without suffient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough their own to ensure student achievement".

So, English teachers should motivate students to practice English inside and outside the classroom. They should make English lessons attractive and interesting and give the students a chance to participate in all communicative activities during the lessons. If the topics are interesting for the students, it helps to arouse their interest to speak in English as well as they will be more motivated to learn and practice the language. Moreover, teachers should encourage and support the students to speak in English by using relevant materials to the students` needs. Also, language teachers should sound positive and be motivated themselves, before trying to motivate their students, they also should know their interests and it is very important to build strong relationships with students.

Learning is fun and exciting when appropriate materials and communicative activities are used in English classes. So, motivation plays an important role when we apply communicative activities properly in our classes.

2.6 Learners' communication Strategies for EFL speaking performance

2.6.1 Definitions of Communication Strategies

Communicative strategies are good way to help language learners who have low self-esteem to participate in oral interaction overcome their communication problems. Students and people in general can negotiate and express their ideas through communication. The goal of the most EFL learners is to communicate effectively in a foreign language. Using communicative strategies in EFL classes helps learners to overcome communication problems as well as avoid the failure in the oral communication since they refer to activities that aim to develop students` speaking skill.

There are various definitions about communication strategies, for example: Ellis (1985, p. 182) defines communication strategies as psycholinguistic plans which exist as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement". Ellis (1994) also suggests that communication strategies be seen as a set of skills, which learners use in order to overcome their inadequacies in the target language. When students fail to communicate because of their limited knowledge in the target language they have to find a way to communicate in other ways, for example by imitating sounds, code-switching or avoiding the topic. Bygate (1988) defines communication strategies as 'ways of achieving communication by using language in most effective way', Tarone (1980) defines them as 'the mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared', that means that both the speaker and the listener are responsible about successful communication, Færch and Kasper (1983, p.81) define communicative strategy as "potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". According to Mariani (2010, p.7), "communication strategies are the ways and means we employ when we experience a problem in communication, either because we cannot say what would like to say or because we cannot understand what is being said to us". The source of the problem could be:

- Linguistic (i.e. we lack the necessary knowledge of the language)

- Cultural (i.e. we are not aware of or cannot cope with the cultural demands of the situation)
- Contextual (i.e. someone or something makes it difficult for us to follow a conversation, e.g. because of a very noisy environment or the particular way our partner articulates her or his speech).

To sum up, researchers generally agree that the aim of communicative strategies is to overcome problems that learners may have in a second or target language even though their definitions are not the same in the details but they have the same aim.

2.6.2 Classification of Communication Strategies

Many researchers, such as Tarone (1977, 1983), Færch and Kasper (1983), Bialystok (1990), Dörnyei (1995), and others, have made a significant contribution to the classification of communication strategies. The taxonomy and the type of communication strategies may differ from each other, but in this part the main focus is given on Tarone`s and Færch and Kasper's taxonomies since they are more reasonable than the other taxonomies.

2.6.3 Tarone's Typology

According to Tarone (1977), learners' linguistic inadequacy warrants CS use by interlocutors who try to convey a meaning in question to one another. In this interactional approach, Tarone (1980, p. 419) elaborates more on the definition of CS by saying "… mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared" . According to her, "…meaning structures include both linguistic and socio-linguistic structure" (Tarone, 1980, 419).

Tarone (1980, p. 429) classifies communictive strategies under the following three main types:

1. **Avoidance** – Avoidance consists of topic avoidance and message abandonment. The former takes place ''when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known'' whereas the latter takes place ''when the learner begins to talk about a concept but is unable

to continue due to lack of meaning, and stops in mid-utterance'' (Tarone 1980, p. 429).

2. **Paraphrase** includes three subcategories, approximation, word coinage and circumlocution. As Tarone (1980) mentioned, approximation can be used when the speaker can explain a word by making some sort of phrases to express the meaning, even though he/she knows that is not correct, but the word has similar features, for example learner can use synonyms to explain the desired item.

3. And the third type, **borrowing** strategies which include four strategies: literal translation, language switch, appeal for assistance and mime.

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1. Paraphrase

a. Approximation*: the learner uses of a single TL vocabulary item or structure, which s/he knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker*

b. Word coinage: *the learner creates a new word to communicate a desired concept*

c. Circumlocution: *the learner describes the characteristics of the objects instead of using the appropriate target language item*

2. Borrowing (Conscious transfer)

a. Literal translation: *the learner translates word for word from the native language*

b. Language switch*: the learner uses the native language term without bothering to translate*

c. Appeal for assistance*: the learner asks for the correct term*

d. Mime: *the learner uses nonverbal strategies in place of a lexical item*

3. Avoidance

a. Topic avoidance: the learner attempts not to talk about aspect in the TL s/he does not know

b. Message abandonment*: the learner stops in the mid-utterance because s/he unable to continue*

Table 1: Typology of Tarone`s conscious CSs, (1981, p. 286-87)

2.6.4 Færch and Kasper's Typology

Færch and Kasper (1983) who define communicative strategy as "potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Færch and Kasper 1983, p.36), classify the communicative strategies into two main categories:

- *Reduction communicative strategies* and
- *Achievement communicative strategies.*

    1. **Reduction strategies**

Reduction strategies play an important role in second language learning process. In Færch and Kasper's reduction strategies, there are two main aspects: formal reduction strategies and functional reduction strategies.

Formal reduction strategies – In formal reduction strategy, parts of linguistic system are avoided so learners prefer this strategy because they do not want to make mistakes while using the second language. According to Tarone (1980) formal strategies are employed to increase efficiency in speech production.

Functional reduction strategies - By using functional reduction strategies, the speaker's communication intentions are abandoned or reduced. Færch and Kasper (1983) point out that functional reduction may affect the following three main types of elements of the communicative goal: actionable communicative goal, modal communicative goal and propositional communicative goal.

    2. **Achievement Strategies**

Færch and Kasper (1983) subcategorized the achievement communicative strategies into: Code-switching, IL-based strategies or 'interlanguage strategies, and Cooperative strategies.

Code-switching - When learners try to communicate in a foreign language, there is always a switch from L2 to L1. The extent to which the switching happens depends on the

interactants' analysis of the real communicative situation (Færch and Kasper 1983). For instance, while learners are learning a foreign language, they often share L1 with their teacher, which allows the students to switch code extensively between L2 and L1.

Inter-lingual strategies - When learners use the code-switching strategy, they always try to ignore the IL code. Strategies of inter-lingual transfer result in a combination of linguistic features from the IL and L1. Inter-lingual transfer may not only occur on the phonological level but also at the pragmatic level (Færch & Kasper 1983).

IL-based strategies or " interlanguage strategies' – By using their IL system, learners may have different ways of facing with communicative problems such as generalize, paraphrase, coin new words or restructure Færch & Kasper 1983.

Cooperative strategies - Færch and Kasper (1983, p.67) claim that "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis". If the individual decides to resort to his interlocutor that he is experiencing a communicative problem and that he needs help, he makes use of the cooperative communication strategy of "appealing". Appeals can be characterized as "self-initiated other-repairs" (Shegloff, 1977, p.104).

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1. Reduction strategies

1.1 Formal reduction*: in which parts of linguistic system are avoided.*

a. Phonology

b. Morphology

c. Syntactic

d. Lexical

1.2 Functional reduction*: in which the speaker's communication intentions are abandoned or reduced*

a. Actional reduction: (*speech act modality) i.e. learners make specific utterances to show politeness*

b. Modal reduction

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c. Reduction of the propositional content:

(i) Topic avoidance

(ii)Message abandonment

(iii) Message replacement

2. Achievement strategies

2.1 Compensatory strategies or 'non-cooperative strategies'

a. Code switching

b. Foreignizing

c. Literal transfer

d. IL based strategies or 'inter language strategies'

(i) Paraphrase

(ii) Generalization

(iii) Word coinage

(iv) Restructuring

e. Cooperative strategies

(i) Direct

(ii) Indirect

f. Non-linguistic strategies

(i) Mime

(ii) Gesture

(iii) Initiation

2.2 Retrieval strategies*: the learner attempts to retrieve, or remember, the optimal form*

a. Waiting for the term to appear

b. Appealing for formal similarity

c. Retrieve via semantic fields

d. Searching via other languages

e. Retrieve from learning situations

f. Sensory procedures

Table 2: illustrates Færch and Kasper's typology of CSs, (1983. p. 52-3)

2.7 Classroom Speaking Activities

As Westrup (2003, p.10) mentioned, students in general have specific learning characteristics which need to be taken when planning their language learning. Young learners are very likely to be good listeners of a new language, because:

- they are often enthusiastic and inquisitive;
- they are not self-conscious;
- they have not yet developed fixed learning patterns;
- they are often good mimics (good at imitating sounds and intonation);
- they often have a good imagination;
- they like to play the same games and hear the same stories over and over again;
- they respond to language by what they can do with it, and do not worry about individual words or sentence structure.

Other characteristics which we should take into account are:

- they learn best through the five senses – sight, touch, hearing, smell and taste;
- they may not yet be able to read their own language;
- they have a short attention span, often as little as five minutes;
- they are often very physical and need to be active;
- they have a natural interest in new things.

So, when we think of how young learners should best learn a language, we must remember to:

- keep activities short;
- use lots of pictures or real objects;
- if possible, let them move around during or between activities;
- use lots of repetition in songs and action rhymes;
- emphasize speaking over writing;
- Include plenty of variety (Westrup 2003, p.10).

Language teachers should always integrate speaking into the classroom since it is a very important part of second language learning. Speaking activities make the students more active in the learning process and at the same time make their learning more fun. According to Baker and Westrup (2003, p.5) there are very good educational reasons to practice speaking during a lesson:

- Speaking activities can reinforce the learning of new vocabulary, grammar or functional language;
- Speaking activities give students the chance to use the new language they are learning;
- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

2.7.1 Discussion

Discussion is an interesting activity that offers opportunities for students to share or exchange their opinions and arguments about a specific topic. It is a great tool to develop learner`s ability because students have to make quick decision about a specific topic and it helps them to boost their critical thinking, to express their own personality, to cooperate with each other, to become more active, to analyze and express their ideas, etc. In this activity students work in pairs or groups about a specific topic and come up with a solution. If students are allowed to choose a topic to discuss in class as well as to evaluate their classmates` performance, they will be more motivated to participate in class discussion. According to Harmer, J. (1998, p. 91) the students may do some study like facts or figures and move quickly to active stages which include the discussion itself. After discussion is over, there will be feedback.

2.7.2 Role Play

Another common way of getting students to speak or express themselves is Role-Playing. We usually have students who are shy and afraid of making mistakes while speaking about their feelings and opinions in second language, some students may be afraid of talking about their

private life, so role-playing is a scene funny and motivating activity that make students disclose their problems. Through this activity they can express their ideas easily since it allows them to have various roles, which means that they can just imagine a short, without having to discuss about their real lives. According to Ladousse (1987, p.6-7), there are special reasons for using role-play in the classroom:

- A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in spiking skills in any situation.

- Role play put students in situations in which they are required to use and develop these phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from the person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

- Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.

- Role play helps many shy students by providing them with a mask. Some more reticent members of group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

- Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment

automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so.

- Finally, role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and student of the responsibility for the learning process. Role play is perhaps the most flexible technique in the range, and teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role-play exercise.

2.7.3 Information Gap- activities

These are interactive activities which aim to exchange information among students where they are supposed to be working together. These are effective activities and boost student`s motivation since all students have the chance to talk in the target language. According to Swan (1985, p.94) views Information Gap as "a basic concept in contemporary methodology." He argues that: "When one student talks to another, we feel that it is important that new information should be transmitted across the "gap" between them". It creates a great atmosphere in classroom since one student is having the data that the other one does not have, so the student should ask questions in order to find solution and solve problems. Another important part of this activity is that it takes students active and motivated because they are interested to find out the objectives of the topic. According to Penny Ur (1996), Information Gap is, "A particularly interesting type of task which is based on the need to understand or transmit information finding out what is in a partner`s picture, for example". Larsen-Freeman (2000) claims that; an Information Gap exists when one person is an exchange knows something that the other person doesn't and they complete the task by giving each other a clue or solution to the problem.

2.7.4 Communication Games

Communication games make the students learn in an enjoyable atmosphere and motivate them to develop their fluency as well as their accuracy. The use of communication games in

EFL classes is essential because students are more active and more motivated to practice English language.

2.7.5 Storytelling

Storytelling is an effective tool that can be used with EFL learners. It is a great way to increase students` imagination and build confidence in the target language. As Mallan (1992) stated storytelling helps develop the imagination which in turn builds on problem-solving competencies. Therefore, they can tell a story that they heard from somebody, or they may create a new one. As students engage in storytelling they learn to listen, to participate in and understand narrative discourse and create a path to more sophisticated use of language, reading and writing in their everyday lives (Mallan, 1992).

English language teachers should use this tool in English classes because it helps students develop their speaking by summarizing a story, a tale, a riddle or a joke too, it also helps to boost creative thinking.

2.7.6 Simulation

Simulation is a great tool to increase the students` self-confidence. Even though simulations are often mixed with role-plays, they are more detailed than role plays. In simulation students stimulate real life experiences, which mean that they bring realia to the class. According to Ladousse (1987), it is probably neither possible, nor very profitable, to make fine distinctions between role play and simulations. Clearly, however, simulations are complex, lengthy and relatively inflexible events. They will always include an element of role play, though other types of activity, such as analysis of data, discussion of options, etc. are involved. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative, and imagination. Whereas role play is included in simulations, it is not by means confined them. The overall aim of both these types of activity is very similar: to train students to deal with the unpredictable nature of language (Ladousse 1987, p.5-6).

2.7.7 Interview

Another type of classroom speaking activities are interviews. According to Klippel (1984,

p.24), in the foreign language classroom interviews are useful not only because they force students to listen carefully but also because they are so versatile in their subject matter. As soon as beginners know the first structures for questions (e.g. can you sing an English song? Have you got a car?) Interviewing can begin. Before using an interview in our English classes, we should make sure that the students can use the necessary question-and-answer structures (Klippel, 1984).

Students can conduct interviews on different topics. One form of interview can be when a student in the top of the classroom is asked by the other student questions about a specific topic and he/she should answer to show either he found out or not. The other form is when the teachers provide questions for students and give general instructions about what students have to pay attention to. It is a great way to practice speaking skill and it helps students be more socialized.

2.7.8 Dialogue

According to Bilbrough (2007), dialogues have always been used both as sources of input and as a way of structuring language practice (i.e. output). Under audiolingualism this practice function was tightly controlled. The basic procedure of dialogue practice was as follows:

- Students listen to a dialogue containing key structures to be focused on.
- They repeat each line of the dialogue after the recording.
- Certain key words or phrases in the dialogue are changed, and it is practiced by the class.
- A range of choral and individual drills are used to practice forming the key structures.

Again, the advent of the communicative approach and the decline of both situational language teaching and audiolingualism heralded an emphasis on using language for real purposes, Activities which promoted fluency (as opposed to purely accuracy) were prioritized, and memorization and practice of dialogues consequently became less fashionable. Dialogue now took on a new role in the classroom. As it involves both a message communicator and a message recipient, dialogue provided the natural format in which communicative language use could occur (Bilbrough, 2007, p. 6).

In the "Dialogue" communicative speaking activity, students exchange their ideas or opinions about various topics. This activity can be done either in pairs or group work. Teachers should provide students with a specific topic and help them to start the dialogue then students should control or manage the situation in the class. Dialogue is useful because it allows teacher and students verify and correct the mistakes.

There are many other communicative activities that can be used in EFL classes, which aim to bring enjoyable, motivational and encouragement atmosphere in the classroom.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction of the research design and methodology

This chapter deals with the experimental description of the study regarding the importance of using communicative activities and strategies to develop EFL learners` speaking skill. In addition, it examines motivational and supportive effect of communication activities and strategies in among 5th grade students` speaking skills development. It provides qualitative data gathered with the students of experimental group. Furthermore, a detailed description of the usage of communication activities in English lessons through research will be showed containing, population and sample, data collection instrument, procedure and findings in the EFL.

3.2 Design of the study

In order to gather information about this research, a case study is applied. This research carried out at the primary school "Fan S. Noli" in Kamenicë. The study is realized by qualitative and quantitative methods being based on an experiment. The specific objectives of the study are:

- to find out if the application of communicative activities develops EFL learners' speaking skill and motivate them
- to find out if communicative activities and strategies boost learners' speaking skill
- to identify if learners speak better English when using communicative activities

The participants selected for this study were 5th grade students. They were chosen intentionally by me since they belonged to the same level of English proficiency. In order to determine which communicative activities and strategies are more suitable and motivational for EFL learners develop their speaking skills, students were divided in two different groups, the experimental and observed group. Moreover, two teaching methods were provided to ESL learners in order to determine which one of them will be better to another in developing students' speaking skills. Since at school "Fan S. Noli" in Kamenicë, were four classes of 5th graders, was easier for me to divide them in two different groups, two classes used communicative activities and were called the *"Experimental Group"*, whereas two classes did not use communicative activities and were called the *"Observed*

group".

The experiment lasted one month, and in each class both groups were learning the same English topic but in a different way, which means that the experimental group was using modern teaching approach and communicative activities were included into English lessons whereas another group (observed one), was using traditional teaching approach and did not include any interactive activities into English lessons in order to make students active and encourage them to use English language in the classroom.

The main instruments that were used in this research are:

- **Students' questionnaire** which determines the importance of using communicative activities in English classes, how useful are they and how easy students can develop their speaking skill through them.

- **Teachers' interviews** which provide necessary questions in order to get teachers` opinion about the way of teaching and which elicits their perceptions and reactions towards the importance of using communicative activities and strategies to develop EFL learners` speaking skill.

3.3 Research Questions and Hypothesis

The main aim of this research study is to investigate, show up and report the importance of using communicative activities and strategies to develop EFL learners` speaking skill. In order to achieve this goal, this study was based in main research questions and hypothesis.

Research Questions

1. Does the use of communicative activities help learners to master their speaking skills?
2. What kind of communicative activities do learners prefer most to use/practice in the classroom?
3. Does classroom learning atmosphere change for better when using communicative activities in learning process?
4. Does the use of communicative activities increase students` learning motivation?
5. What is learners' attitude towards speaking communicative activities?

According to these research questions, here are the following hypotheses:

First Hypothesis: H.1: Students have positive motivational outcomes when communicative activities are frequently used as a contemporary teaching facility within the EFL classroom.

Second Hypothesis: H.2: The application of the communicative activities improves students' speaking skills.

Third Hypothesis: H.3: Through communicative activities, teachers can increase students' motivation and stimulate their further interest by providing equal chances of involvement in classroom activities.

3.4 Population and sample

The study took place at the public primary education school "Fan S. Noli" in Kamenicë. The target sample population consisted 5th grade ESL students and were intentionally chosen by me since they belonged to the same level of English proficiency. All students` mother tongue was Albanian and English was being taught as a second language. The research sessions were conducted in four ESL classrooms coming from the same school. Students ranged from 10 to 11 years old. The classes were divided in two different groups and in total they were one hundred students. According to the structure of the study students were divided in experimental and observed group, which means that two classes used communicative activities while learning a new lesson and were called "E*xperimental Group"*, whereas two of them did not use and were called *"Observed Group"*. The main reason why I have chosen to divide them in two different groups was to find out whether EFL learners develop and master their speaking skill easier and in more enjoyable way while teachers apply communicative activities into English lessons. I wanted to investigate which of these two groups after being taught about a specific topic, is ready to speak about the same topic in English without difficulties, and also whether the success in English speaking is influenced by the use of communicative activities or not. Students had English lessons twice a week and had forty-five minutes English language classes. The main topics that were covered during English classes were: *"Toys", "Feelings", "Clothes" and "Food".*

3.5 Data collection procedure and instruments

As the very first step, ethical permission from the schools' principals was obtained for the allowance of the study. Personal data were assured that will remain confidential since the participants' names would not be needed.

Procedure I

Generally, in some ESL lessons in public schools traditional teaching methods and techniques which are teacher centered are applied. Traditional methods do not motivate and encourage students to use a target language effectively. Teaching English as a second language in public schools is usually based on the books, and teachers rarely use any additional material to push and motivate students speak in a second language. Another issue is that English teachers speak too much during the classes by giving instructions and explaining particular topics and then students have not enough time to practice the language in the classroom. Moreover, unfortunately while learning and also practicing new topics in English lessons, teachers often use Albanian language. Communicative activities are not always included in English classes while practicing speaking, which mean that students practice their English speaking only when they read aloud from English books and when they read the words and sentences from the board.

This research study includes a number of procedures and activities that have been held in English classes with 5th grade students from "Fan S. Noli" school. The procedures and activities are as follows:

- o *The first week – (Topic: "Toys" – The communicative activity:* Presentation)

In the first week, the experiment started in the classes with the students of observed group. Students were sat down on the rows and they were getting ready for the lesson. Teacher greeted the class, took the evidence and then she asked about homework and checked it. After that, she wrote on the board the title of the new topic "Toys" and asked the students questions such as what their favorite toy is and what color it is. Then started to write words on the board related to the topic such as teddy, car, doll, train, ball, bike, kite, puzzle etc.,

and asked students to read the words aloud, first individually then chorally. After that, the lesson continued by asking the student in the first row what was his favorite toy, and students took turn to ask and answer the same question. Students were also asked to give at least one reason why do they like it.

The same topic was taught in the classes of experimental group. She took the evidence and checked the students` homework. She used question and responses as energizer to start the lesson, she held up a toy car and asked the students if they already know what is that, all students answered teacher`s question. Then she asked students questions such as "What's your favorite color car? What is your least favorite color?" so students took turn to respond the question. Teacher explained new words related to toys by using flashcards.

 After that, she brought a bag full of small toys in the classroom which she called "The Magic Bag". She asked each student to pick up an object from the bag, to show it to the other students and talk about any feature of the object that they already know. The students picked up things and they were very excited while picking them up. While they were presenting a particular toy in front of the others, all students were quiet and listened carefully. After each presentation students asked questions to their classmates about the object they had. As homework they had to make a poster about "Toys" they like the most or have at home.

Procedure II

- o ***The second week – (Topic: "Food" – Communicative Activity: Role-play)***

In the second week students were taught about "Food". The experiment started in the classes of observed group. Teacher took the evidence of her students. Then, she asked students if they understand what does the word food mean, some students raised their hands and translated the word in Albanian but did not give any additional explanation in English. Then she continued asking them if they can make a difference between healthy and unhealthy food, just few students raised their hands and give their opinions. The teacher wrote on the board the definition of healthy and unhealthy food, students quietly took notes. After all students were done, she asked them to fulfill an exercise about food and gave them five minutes to complete it (see Appendix 4). After five minutes, she asked them if they have completed it and the students responded with YES, then she asked them to read

the sentences aloud in a volunteer way.

The topic about "Food" was developed with experiment group of students as well. The lesson started by writing on the board the topic "Food" and divided it into healthy and unhealthy food. Students were asked to talk about their favorite food, why do they like it, how often do they eat it, is it healthy or unhealthy. After they were familiar with food words, the communicative activity was Role-play. The students had to practice ordering food in a restaurant. So, the activity started as follows: each student was provided with a copy of the worksheet (see Appendix 5). The teacher gave explanation about the activity then students began by completing a dialogue with an appropriate phrase. After the exercise has been checked, the students were divided into pairs. Each pair act out a dialogue, one of them was costumer and another one was the waiter/waitress. Students were enthusiastic about the activity and they immediately started to exchange roles and practice the conversation. As the students become more familiar with the script, they were asked to focus just on the structure of the dialogue, to cover the worksheet and create their own conversation in which they practice ordering food in a restaurant. When all students were ready, each pair performed their dialogues in front of the class with one student being the costumer and the other being the waiter.

Procedure III

- o ***The third week – (Topic: "Feelings" – Communicative Activity – Story Telling)***

In the third week the topic "Feelings" was taught in English lesson. The experiment started with the observed group first. The teacher started the lesson by checking the homework, then she asked the students how do they feel on that day, students raised their hands and responded to teacher`s question, most of their responses were "Happy". She explained the feelings by using brainstorming and students tried to explain words that are associated with feelings. After that, the teacher asked them to write five sentences about "How do they feel in different situations". They had fifteen minutes to complete it and all appropriate instructions were given. Students calmly started writing, then after they finished teacher asked them to read the sentences aloud. Then students in pairs as they were sitting, asked each other "How do you feel?" and every student took turn to make and respond the question. In the end of the lesson, teacher assigned homework to prepare a story using as

many feelings adjectives as they can.

Whereas in the experimental group teacher started the lesson by writing on the board "Feelings" and draw some facial expressions and asked students how do they feel, are they happy, sad, tired, relaxed and so on. She also asked them if they understand the topic feelings in a general description, some students raised their hands and gave their opinions, after that the teacher explained once again to be sure that all the students understood the topic. After that she gave students a pack of emotions adjective cards and asked them to take turns continuing a story using as many of the words as they can.

Students were divided in two groups then the first person started the story with "Leo is happy because he bought a new toy" and the next person continued with "Seeing his new toy just made him feel happier", and each student took their turn to give an idea about the emotions they saw. Even though they had sometimes difficulties with English vocabulary since they were 5th graders but they did it in a great way. The activity lasted 30 minutes, and students really enjoyed it since they had to think about what they are going to say by using particular emotions.

Procedure IV

o *The fourth week – (Topic: "Clothes" – Communicative Activity – Discussion)*

As in the other weeks of English classes, the experiment started in the observed group first. Teacher asked students to write words they already know about clothes. She gave them two minutes to write all the words on their notebooks. Then asked them to read the words aloud. After that she started to write words on the board and translated them into Albanian and asked students to take notes. Students took notes then the teacher described what was she wearing on that day, and then asked a student who was sitting in the first row to describe what was he wearing and what colors are their clothes.

In the experimental group the chairs were arranged in two rows before the lesson started as the teacher informed the students about the activity, and as the class started, she divided the students in two different groups so that each of the students were facing another fellow student. The lesson started by describing what was the teacher wearing, and she used brainstorming to introduce words by asking the students questions related to clothes. She

also used her laptop to play a story about clothes and asked the students to listen it carefully. The story was short, it took about three minutes. After that, teacher wrote three different questions on the whiteboard (as presented on the Table 1) which were related to the story that they listened and the students had three minutes for each question to discuss and prepare with the other students in the group. Students discussed their opinion in groups and they were trying to discuss each question by using English language. Teacher told them when time was up and the group who gave more arguments about the story won. As homework, students had to prepare a presentation about "The difference about men`s and women`s clothes".

1. *What was the story about?*
2. *What kind of clothes and what color did they wear on Tina`s birthday?*
3. *What clothes do we wear in summer and winter?*

Table 3. Discussion Questions

3.6 Instrumentation

In order to measure the importance of using communicative activities and strategies to improve EFL students` speaking skill and collect data in this study two different instruments have been used: an interview which was addressed to EFL teachers and a questionnaire which was addressed to EFL learners. Moreover, several activities related directly with the use of communicative activities in EFL classes were organized. These instruments measured students` motivation, self-esteem, achievement, engagement and so on. Students had to fill out a questionnaire which was related to the importance of using communicative activities, how useful are they and how easy they can develop their speaking skill through them. The students' questionnaire was administered to experimental group intentionally, to measure students` enjoyment and motivation in the EFL classes where the communicative activities have been used. The number of participants who fill the questionnaire was 54. Obviously, all necessary instructions were given to the students to fill 10 - item questionnaire. Furthermore, an interview which elicits teacher`s perceptions towards the importance of using communicative activities and strategies to develop EFL learners` speaking skill was

conducted. The interview was realized with ten EFL teachers who had different teaching experiences, all coming from the municipality of Kamenica but from different primary and high schools. They were asked to give appropriate responses and provide further explanation related to the questions. The interview consisted of 20 questions. It helps us to find out if EFL teachers use communicative activities in English classes, if they motivate students to speak in English language by using communicative activities, if they use any other additional material to push them speak, if teachers were aware that the use of communicative activities in EFL classes provide communicative confidence and sustains students' language learning interest.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

4.1 Introduction to study results and discussions

This chapter presents results and analysis of both qualitative and quantitative data that have been gathered through the fourth week research experiment with students and English language teachers. Firstly, it will be discussed about the differentiation of observed and experimental group, secondly it deals with the students` questionnaire as qualitative data, and thirdly teachers` interviews will be presented as quantitative data. After all of these data will be discussed, the last process of this chapter is the students` test which prove the importance of using communicative activities to develop EFL students` speaking skill.

4.2 Description of experiment

Before the research experiment started, all students have been informed about the procedure and steps they are going through for four weeks. They also have been informed that I will be in their English classes as an observer teacher for one month and we are going to do an experiment using communicative activities. All students welcomed it and they were very excited. Clear explanation about both quantitative and qualitative data was given as well. As I was giving explanation about the experiment, all students were very curious and they immediately started to ask different questions related to it. Every week I found students with strong positive emotions and full of motivation. It was a special feeling seeing them with happy faces and eagerly waiting for the activity. Students and English teachers were very kind and cooperative with me. The main focus of all activities during the experiment was to prepare students develop their speaking skills. An important thing was that students were told to avoid using Albanian language in these activities, so it was interesting and pleasure seeing them trying to speak only in English. If we compare these two different groups: "O*bserved Group"* and *"Experimental Group"*, we can clearly notice the differences between them. While using communicative activities in classroom students were very enthusiastic and almost all of them were motivated and interested to participate in class discussions. When they were asked questions related to a specific topic, many volunteers raised their hand, which means that they were more active and far away concentrated in practicing new topics in classroom than when traditional method was used with students in observed group. Students who were taught through communicative activities felt happier, more confident and more comfortable while using a second language. They also had

positive attitudes about learning. In the end of each lesson they were curious about what kind of activities they are going to do in the next class, if they have anything extra to prepare at home and so on. Using communicative activities helped to gain students' attention and brought fun and joy in the classroom. Whereas in the observed group I did not find the same atmosphere, each class was almost the same as the others and lessons were not as attractive as in the experimental group, even though the same topic was taught in both groups. Also, the traditional teaching method was used in all classes and students were quiet and were not as much motivated to participate in speaking activities as students in the experimental group. When teacher asked questions, few students raised their hands to speak in English and the others were often involuntarily chosen by teacher as she saw it as a method of students` engagement. Hence, in my point of view students in this group were not as active as in the experimental group.

4.3 Introduction to hypothesis testing

In order to prove the framework of the hypothesis, several statistical operations were realized such as: teachers` interview, students` questionnaire and students` speaking test.

4.3.1 Usage of communicative activities to support speaking skills development

To make the experiment more persuasive and to prove if communicative activities have an impact on developing students` speaking skills, a speaking test was realized. The test included oral questions through which I evaluated 5th grade students based on their vocabulary, accuracy, fluency, interaction and pronunciation.

- 1 - (Fail),
- 2 - (Fair),
- 3 - (Good),
- 4 - (Very Good), and
- 5 - (Excellent).

Students of both groups took part in the test and all of them were very cooperative with me. Also, they carefully listen to the instructions I gave, and they were very enthusiastic

about the test`s result at the end. The research experiment included one hundred students in total, who were divided in two different groups. 54 students took place on the experimental group whereas 46 students on the observed group.
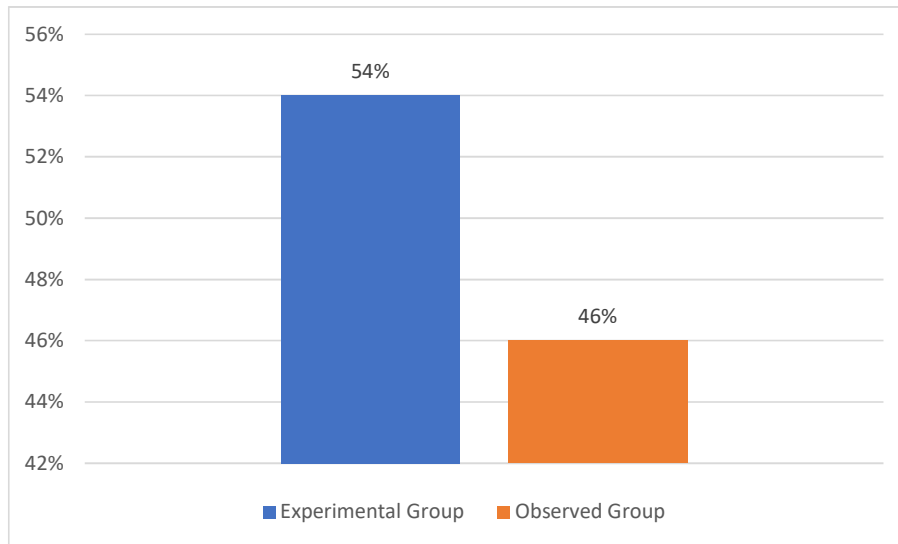
Chart 1. *The percentage of students who took place in the experimental research*

4.3.2 The analysis of first hypothesis

First Hypothesis: H.1: *Students have positive motivational outcomes when communicative activities are frequently used as a contemporary teaching facility within the EFL classroom.* During the research experiment, students were very motivated in English lessons when communicative activities were used. They found them very attractive and useful at the same time and their results in oral performance were much higher in classes where communicative activities were used. So, being based on all results (research experiment, students` questionnaire, teachers` interview) it can be concluded that students have positive motivational outcomes when communicative activities are frequently used as a contemporary teaching facility within the EFL classroom.

4.3.3 The analysis of second hypothesis

Second Hypothesis: H.2: *The application of the communicative activities improves students' speaking skills.*

In order to get the most accurate results for our hypothesis "The application of the communicative activities improves students` speaking skills", we have conducted an interview with English teachers, a questionnaire with students and we have observed in some English classes. Being based on the instruments mentioned, it can be concluded that the second hypothesis has been proved; the application of communicative activities directly affects the growth of communication skills and speaking development in general.

4.3.4 The analysis of third hypothesis

Third Hypothesis: H.3: *Through communicative activities, teachers can increase students' motivation and stimulate their further interest by providing equal chances of involvement in classroom activities.*

Through communication activities, teachers can increase student motivation and stimulate their further interest by providing equal opportunities for inclusion in classroom activities. From our raised hypothesis "Through communicative activities, teachers can increase students` motivation and stimulate their further interest by providing equal chances of involvement in classroom activities", we have managed to practice different types of the communicative activities and it has been noticed that students promoted and increased their knowledge of the English language and at the same time their will and motivation was present while using communicative activities.

4.4 Quantitative data analysis

As quantitative data analysis of the importance of using communicative activities and strategies to develop EFL learners' speaking skill in teaching and learning process, an interview with ten English teachers was conducted. The interview included 20 question in total. All teachers had different teaching experiences and they were from the same municipality but from different primary and high schools. Questions and teachers` responses of the interview are as follows:

1. Do you use extra materials except book in your second language lessons to help learners develop their speaking skill?

In Question 1, three teachers responded often, three of them sometimes whereas four of them responded that they never used extra materials except the book.

2. If yes, what materials do you use?

In Question 2, three teachers responded that they use printed texts found on internet, whereas three of them use a projector to stimulate their students speak in English language and four of them do not use any additional material.

3. How often do you use communicative activities in your EFL lessons?

In Question 3, two teachers responded they use communicative activities often during their classes, five of them responded that they do not use them very often and three of them responded that they rarely use communicative activities in their English classes.

4. Do you like using communicative activities during teaching process? Why? Why not?

In Question 4, teachers responded the question if they personally like using communicative activities in their classes where five of them responded that they like because classes become more attractive, three of them declared that they do not like them because classes become noisy and two of them said that they have never tried to use them.

5. Do you think that all EFL teachers should use communicative activities in their lessons in order to improve students`speaking skills development?

In Question 5, seven of the teachers said that all teachers should always use them whereas three of them responded sometimes they should use.

6. Does the use of communicative activities help learners to master their speaking skills?

In Question 6, being asked if communicative activities help learners to master students` speaking skill, seven teachers said yes, they always help learners master their speaking skill, three of them said sometimes.

7. What kind of communicative activities do learners prefer most to use/practice in the classroom?

In Question 7, teachers were asked about their students` preference about the usage of communicative activities in learning process. Four teachers declared that their students like all the activities, three of them said that they like most *Role-play* and *Presentation,* and three of them said *Discussion.*

8. Does classroom learning atmosphere change for better when using communicative activities in learning process?

In Question 8, seven teachers responded "yes, of course" learning atmosphere always change for better when communicative activities are used, two of the teachers said that sometimes and one of them responded that the atmosphere rarely change.

9. Does the use of communicative activities increase students` learning motivation?

In Question 9, eight teachers declared that the use of communicative activities definitely increase students` motivation, two of them said that it depends on the content of the topic.

10. Do you think motivation is a factor that affects students` speaking skill?

In Question 10, all teachers responded that motivation is a key factor that affects students` speaking skill.

11. How often do you use communicative activities in your EFL classes?

In Question 11, teachers` responses were as follows: five of them said very often, three of them said not very often and two of them said they rarely use communicative activities in their English classes.

12. Do your students enjoy the classes when communicative activities are used?

In Question 12, eight English teachers declared that their students really enjoy classes when communicative activities are used whereas two of them that they are not sure.

13. Do you believe that communicative activities provide a good learning atmosphere?

In Question 13, seven teachers said that obviously they provide a good learning atmosphere, two of them said sometimes and one of them said it rarely.

14. Do you think that communicative activities promote confidence and fluency in speaking skill?

In Question 14, nine teachers said "Yes, I do think that communicative activities promote confidence and fluency in speaking skill", whereas only one of the teachers said "I am not sure about it".

15. Do you think that communicative activities provide student-centered classroom setting?

In Question 15, eight teachers answered that they always provide student-centered classroom student whereas two of them said that sometimes.

16. What is learners' attitude towards speaking communicative activities?

In Question 16, eight teachers responded that their students have always positive attitude towards speaking communicative activities, one of them said that she does not know and one of them responded that she is not sure.

17. Do you use any communication strategy to challenge students in speaking skill?

In question 17, being asked about communication strategies, five teachers said that they use achievement strategies; three of them responded that they use reduction strategies and two of them do not use any strategy.

18. Do you think that communication strategies help students overcome their problems in a second language?

In Question 18, nine English teachers agree that communication strategies help students overcome their problems in a second language whereas one of them said that she does not know.

19. **Do communication strategies help students who have low self-esteem to participate in oral interaction?**

In Question 19, nine English teachers responded "Yes, they really help them", and one of the teachers said "Yes, in some cases".

20. Do you find communication strategies useful to use in the classes?

In Question 20, nine English teachers answered they find the communication strategies very useful whereas one of them said "I do not know"

Being based on teachers` interview about the importance of using communicative activities to develop EFL learners` speaking skill, we can clearly see that their importance on teaching and learning process is essential.

Using additional materials in EFL classes, helps students to increase their interest in a second language, and especially in speaking part. From ten teachers that have been interviewed, three of them declared that they often use extra materials in order to make the lesson more interesting for students and also to push them speak in a second language, three of them responded that they sometimes use whereas 4 of them said that they never use additional materials in their EFL classes.

Second question give us details about what kind of materials do they use in their EFL classes. Three teachers confirmed that nowadays is much easier to find different texts about various

topics on the internet so they use printed texts, three of them use a projector since it is a great tool that can be used in English classes for many reasons, such as to play different videos that are related to the content of the topic, to play songs, to watch a short story and then have a class discussion about it and so on.

Being asked if they use communicative activities in their English classes eight teachers said that they often use them because the classes become more attractive and students enjoy the time when communicative activities are used, whereas two teachers said that most of the time they use communicative activity the class become noisy so it is more difficult to control the class appropriately and that is the main reason they do not like them. According to the teachers` responses can be concluded that every teacher should use them in their English classes because they help learners to master their speaking skill and are very helpful for students.

When teachers were asked about students` favorite activities four of them responded that they enjoy all of them it doesn't matter which activity do we use in our classes, students are always excited and more motivated to practice their speaking skill, and from six of the teachers three of them responded that their students like most "Role-Play" because they enjoy when they have to act out in front of the class about a particular topic and "Presentation" because they adore when they are in front of the class presenting a topic and have to think and speak in English and also three of them declared that their students like "Discussion" the most because they usually have to do it in groups.

Being asked about the atmosphere of the class when teacher use communicative activities, eight teachers out of ten responded that the atmosphere always change for better since students are very motivated and enthusiastic to participate in these activities whereas two of them responded sometimes it change for better because the same teachers in question four responded that their classes become nosier when communicative activities are used.

Based on the responses of question 9, it can be concluded that communicative activities are a great way to increase students` motivation. Only two teachers out of ten responded that it depends on the content of the topic, since it cannot be in all students` interests or their preferences. Also, in question 10, all teachers agree that motivation in general is a key factor that affects directly student`s speaking skill.

When asking how often do they use communicative activities since it helps on motivating

the students to speak in English, five teachers anwered that they use them very often since they are aware about their importance in a second language development, three of them said they do not use them often because they do not have enough time in their classes, and two of them use them rarely because according to them, they make chaos in a class. Based in the question 12, two teachers were not sure about it whereas eight teachers are aware that their students enjoy classes when communicaive activities are used and also they are more active during the classes. Moreover, according to their reponses communicative activities provide a good atmosphere since they bring joy and excitment to students, they promote confidence and fluency in speaking skill and provide student-centered classroom setting. All students have positive attitude about communicative activities.

When they were asked about strategies only two teachers responded that they do not use any strategy, whereas five of them declared that they use achievement strategies and three others said they use reduction strategies. All English teachers think that communication strategies help students overcome their problems in a second language and are a great way to help students who have low self-esteem to participate in oral interaction. Furthermore, being based on their responses, nine English teachers find communication strategies very useful and attractive at the same time whereas one of them said that she does not know.

4.5 Qualitative data analysis

As qualitative data analysis of the importance of communicative activities and strategies to develop EFL learners` speaking skills in learning process, the students` questionnaire was conducted. The questionnaire included 10 questions in total and participants were 5th grade students chosen intentionally from the experimental group in order to find out if the usage of communicative activities was helpful for students. The number of participants who filled out the questionnaire was fifty-four.

Questions and students` responses are shown in graphs below:

1. **Did you like using communicative activities during learning new English topic?**

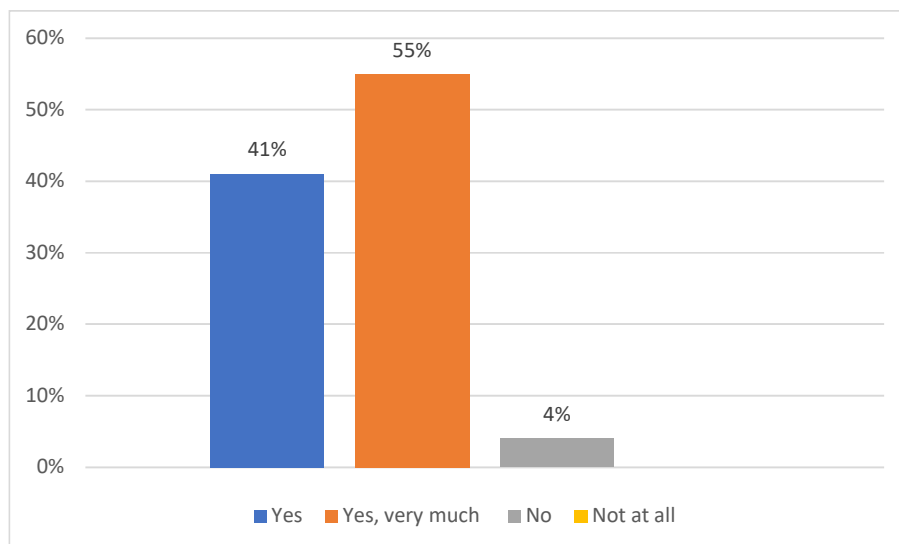| Yes	22	41%
Yes, very much	30	55%
No	2	4%
Not at all	0	0%
TOTAL	54	100%

Chart 2: *Calculations of students` responses on the first question: Did you like using communicative activities during learning new English topic?*

The chart 2 shows that students liked to practice speaking in their English classes when communicative activities were used. Responses of students about the first question are as follows:

(41%) of students responded that they liked very much the usage of communicative activities in their English classes, (55%) of students responded with the option "Yes", (4%) of the students responded with "No" and (0%) of students responded with the option "Not at all".

2. **Do you think that your achievement in English is not the same if you don't practise speaking by using communicative activities?**

Yes	32	59 %

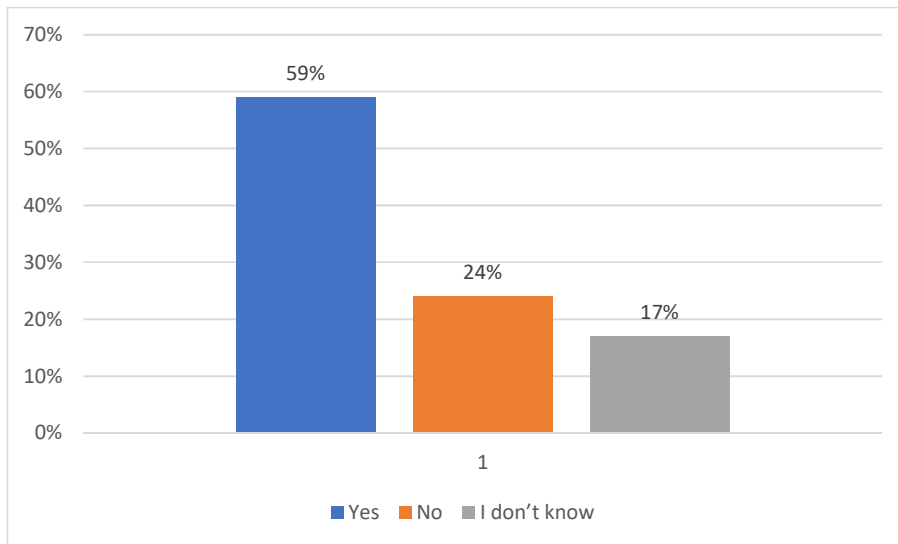|		
No	13	24 %
I don't know	9	17 %
TOTAL	54	100%

Chart 3: *Calculations of students` responses on the second question: Do you think that your achievement in English is not the same if you don't practice speaking by using communicative activities?*

The chart 3 shows that students think that if they do not practice speaking by using communicative activities in their English classes their achievement in English language is not the same. As presented on the chart responses of students regarding this question are as follows: (59%) of students responded that their achievement is not the same since they are more successful when they practice their speaking part with communicative activities, (24%) of them said that their achievement it doesn't change and responded with the option "No" and (17%) responded that with the option "I don't know", since they didn't recognize any difference.

3. **Does the use of communicative activities in the classroom encourages you to speak in front of the class?**

Yes	20	37%
Yes, very much	25	46%
No	7	13%

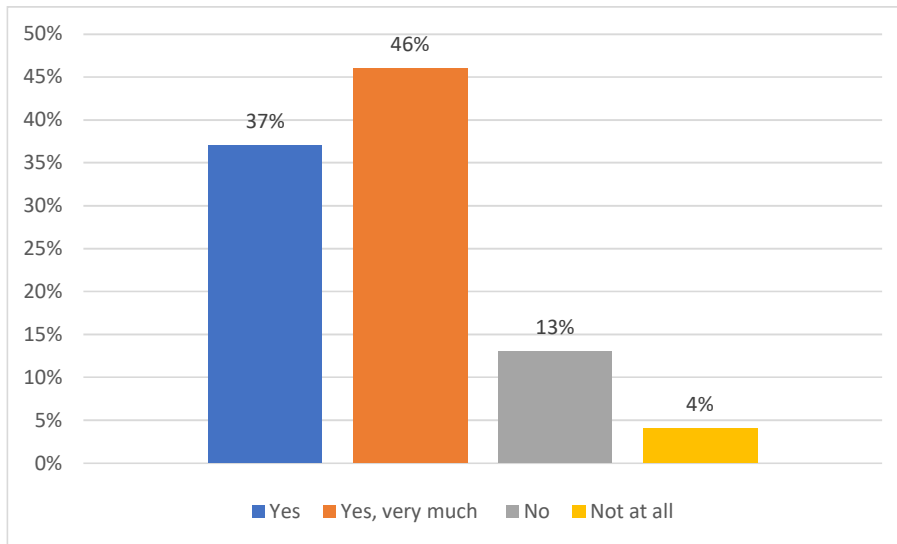| Not at all	2	4%
TOTAL	54	100%

Chart 4: *Calculation of students` responses on the question: Does the use of communicative activities in the classroom encourage you to speak in front of the class?*

The chart 4 shows that students are more encouraged to practice speaking through communicative activities. As presented on this chart responses of students are as follows: (46%) of students responded that the communicative activities encourage them very much, (37%) of them responded with the option "Yes" that also means that they encourage them to speak in front of the class, (13%) said that they don't encourage them whereas only (4%) responded with the option "Not at all", that means that they aren't encouraged to speak in English even when communicative activities are used in the classes.

4. **Are you confident in speaking in English language outside of the classroom, if you have practiced the same topic by using communicative activities?**

Yes	35	65%
No	9	17%
Yes somehow	10	18%

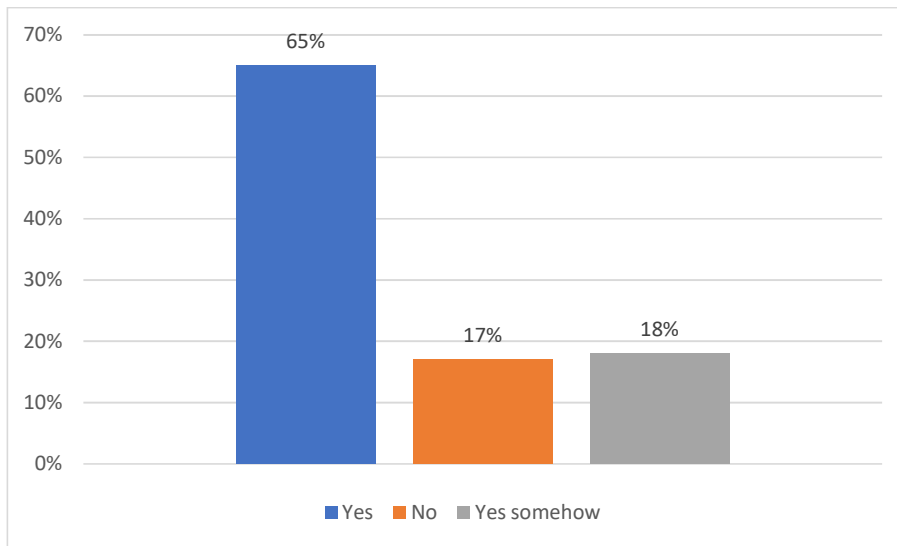|		
TOTAL	54	100%

Chart 5*: Calculations of students` responses on the question: Are you confident in speaking in English language outside of the classroom, if you have practiced the same topic by using communicative activities?*

The chart 5 shows that it is much easier for students to speak about a particular topic if they have practiced the same one in the classroom with the communicative activities. Also, they feel more confident in speaking in English language outside the classroom if they have been taught with communicative activities. As being presented in the chart (63%) of students responded with the option "Yes", (18%) said that they feel confident somehow and (17%) declared that they don't feel confident.

5. **Does the use of communicative activities in classroom promotes whole classroom participation?**

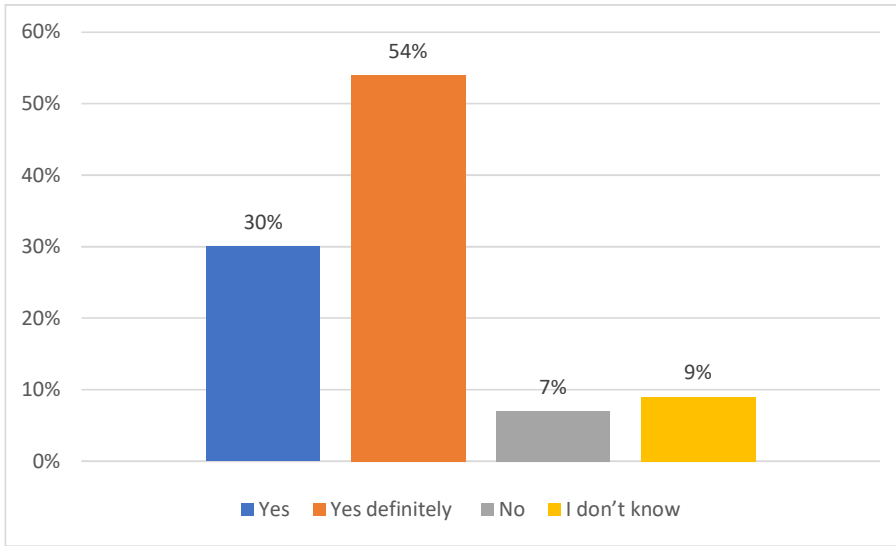|		
Yes	16	30%
Yes definitely	29	54%
No	4	7%
I don't know	5	9%
TOTAL	54	100%

Chart 6: *Calculations of students` responses on the question: Does the use of communicative activities in classroom promote whole classroom participation?*

The chart 6 shows that if communicative activities in English classes are used properly, all students can participate in activities, which means that they promote whole classroom participation. Responses of students regarding this question are as follows: (54%) of students responded that definitely the use of communicative activities promotes whole classroom participation, (30%) of them responded with the option "Yes", (7%) of them said that they don't promote whole classroom participation whereas (9%) of them don't know if they promote whole classroom participation or not.

6. **Do you think that using communicative activities in English lessons helps you develop your speaking skills?**

Yes	33	61%
No	12	22%
I don't know	9	17%
TOTAL	54	100%
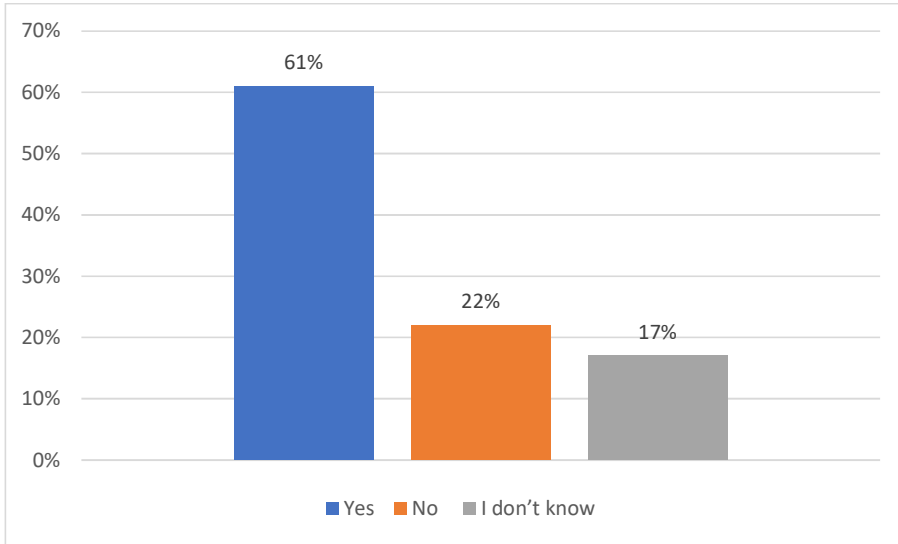
Chart 7: *Calculations of students` responses on the question: Do you think that using communicative activities in English lessons helps you develop your speaking skills?*

Chart 7 shows that communicative activities help students to develop even more they speaking skills. Students` responses regarding the question 6 are as follows: (61%) of them think that the use of communicative activities helps them develop their speaking skills, (22%) responded that they don't help them develop their speaking whereas (17%) of students don't know if they help them or not.

7. **Was it easier for you to practice English in the classroom by using communicative activities?**

Yes, it was	16	30%
It was far easier	29	54%
No, it wasn't	4	7%
It was somehow	5	9%
TOTAL	54	100%
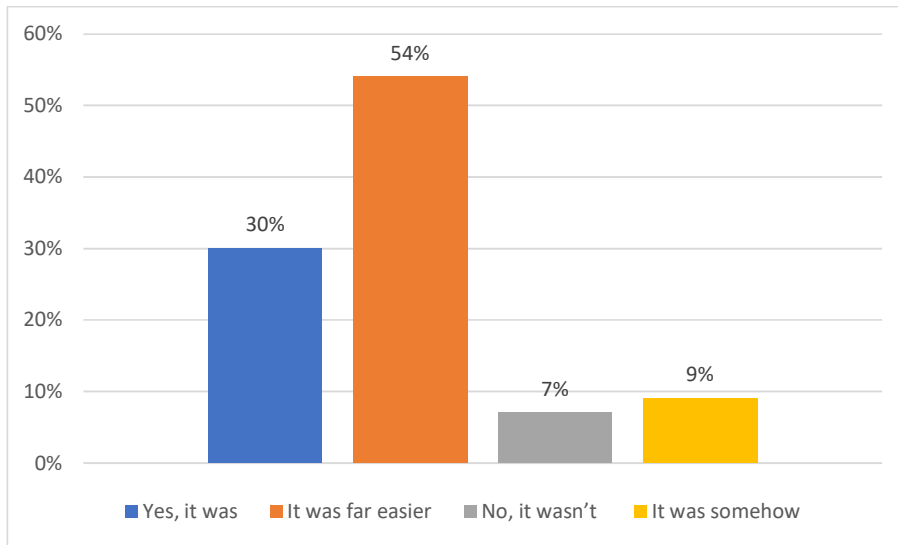
Chart 8: *Calculations of students` responses on the question: Was it easier for you to practice English in the classroom by using communicative activities?*

The chart 8 shows that it is a far easier for students to practice their speaking part by using communicative activities in the classroom than practicing without the use of communicative activities. As presented on the chart, (54%) of students said that it was far easier, (30%) responded that it was easier, (9%) of them responded that it was somehow, whereas (7%) said that it wasn't easier,

8. Do you find the use of communicative activities useful and attractive?

Yes	12	22%
Yes, very attractive	30	56%
No	8	15%
Not at all	4	7%
TOTAL	54	100%
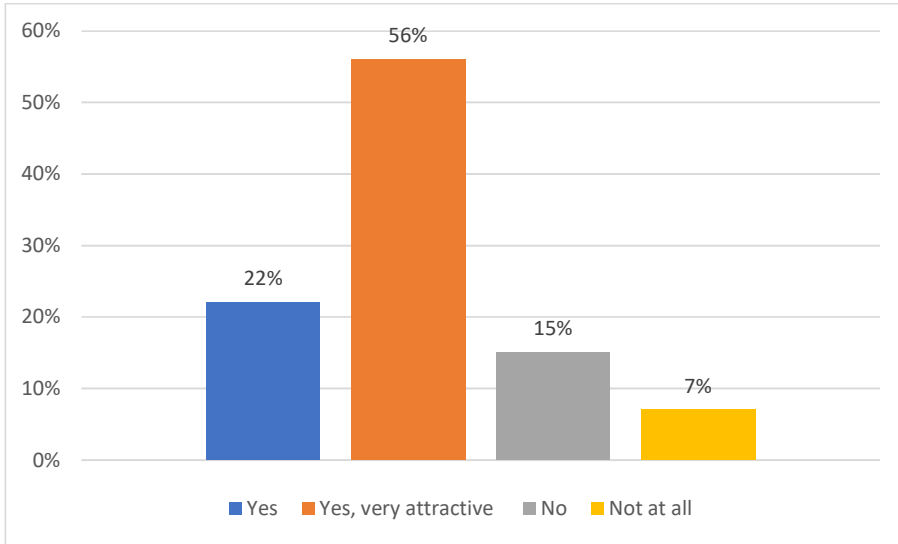
Chart 9: *Calculations of students` responses on the question: Do you find the use of communicative activities useful and attractive?*

The chart 9 shows that students like to learn and practice English in an enjoyable environment and they find communicative activities very useful and attractive at the same time. (56%) of students responded that they find them very attractive, (22%) of them responded with the option "Yes", (15%) don't find them useful and attractive and (7%) don't find them attractive and useful at all.

9. **Do you feel more motivated when communicative activities are used in English classes?**

Yes	17	31%
No	5	9%
Highly motivated	30	56%
Fairly motivated	2	4%
TOTAL	54	100%
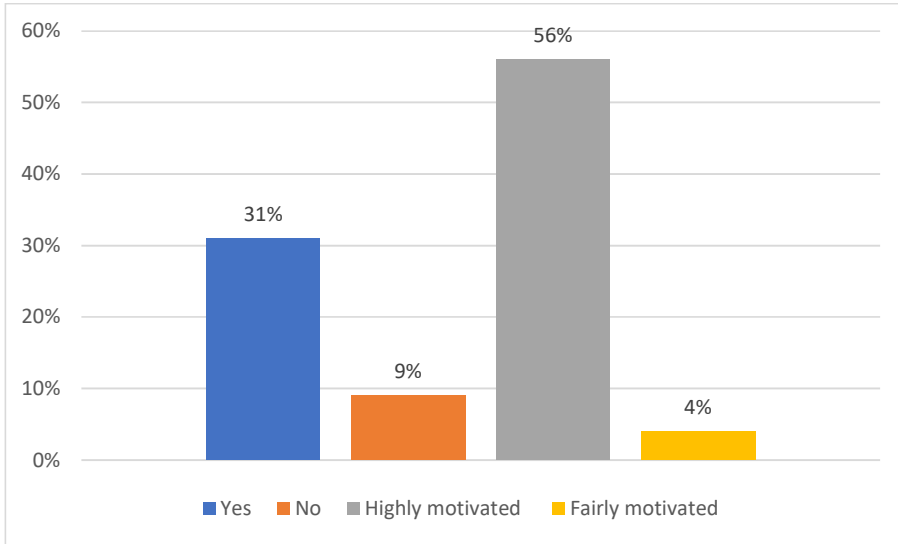
Chart 10: *Calculations of students` responses on the question: Do you feel more motivated when communicative activities are used in English classes?*

Chart 10 shows that students feel very motivated when the communicative activities are used in their English classes. Students responses about question 9 are as follows: 56% said that they are highly motivated when communicative activities are used in the classroom, 31% responded with the option "Yes", 9% don't feel motivated whereas 4% are fairly motivated when communicative activities are used in English classes.

10. Does the use of communicative helps you to be more confident in speaking English?

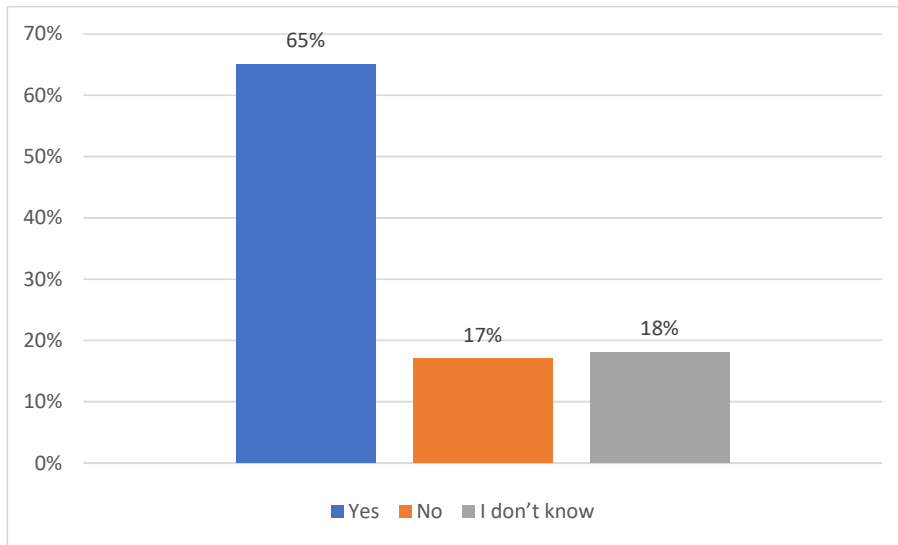| Yes	35	65%
No	9	17%
I don't know	10	18%
TOTAL	54	100%

Chart 11: *Calculations of students` responses on the question: Does the use of communicative helps you to be more confident in speaking English?*

Chart 11 shows that communicative activities help students feel more confident in speaking skills in general. As presented on the chart (65%) of students said that communicative activities help them to be more confident, (18%) of them don't know and (17%) responded that the use of communicative activities don't help them to be more confident is speaking English.

4.6 The importance of the use of communicative activities in developing EFL students` speaking skill in the classroom

In this part of the study, a speaking test (See Appendix 3) with 5th grade students will be shown and discussed. The test included oral questions through which at the end of the research experiment I evaluated students with grades from one (1 - the lowest) up to five (5 – the highest).

The main purpose of this speaking test was to make the differences of final achievements of students who were taught in two different ways. It helps us to show whether experimental group who have been taught with communicative activities or observed group who have been taught with traditional teaching method, have better results at the end of this test. One hundred students were evaluated based on their vocabulary, accuracy, fluency, interaction and pronunciation (Table 6). Fifty-four of them took place on the experimental group whereas forty-six on the observed group.

EXPERIMENTAL GROUP (54 students)	
23 Students	Grade five (5) – Excellent
15 Students	Grade four (4) - Very Good
10 Students	Grade three (3) – Good
2 Students	Grade four (2) – Fair
4 Students	Grade one (1) – Fail

Table 4: The students` results of experimental group from the "Speaking Test"

OBSERVED GROUP (46 students)	
7 Students	Grade five (5) – Excellent
11 Students	Grade four (4) - Very Good
15 Students	Grade three (3) – Good
4 Students	Grade four (2) – Fair
9 Students	Grade one (1) – Fail

Table 5: The students` results of observed group from the "Speaking Test"

Being based on students` results after this speaking test, we can clearly see that students who have been taught by using communicative activities have better results than students who have been in observed group.

EVALUATION CRITERIA

	2.0 Pts.	1.5 Pts.	1.0 Pts.	0.5 Pts.
VOCABULARY	Uses a variety of vocabulary and expressions.	Uses a variety of vocabulary and expressions, but make some errors in word choice.	Uses limited vocabulary and expressions.	Uses only basic vocabulary and expressions.
ACCURACY	Uses a variety of grammatical structures and sentences patterns in his/her level.	Uses a variety of grammatical structures and sentence patterns in his/her level, but make some errors.	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.	Uses basic structures, makes frequent errors.
FLUENCY	Speaks smoothly, with little hesitation, according to his/her level, which does not interfere with communication.	Speaks with some hesitation, according to his/her level, but it does not usually interfere with communication	Speaks with some hesitation, which often interferes with communication,	Hesitates too often when speaking, which often interferes with communication.
INTERACTION	Stays on task and communicate effectively; almost always responds appropriately and always tries to develop the interaction.	Stays on task most of the time and communicates effectively and keeps trying to develop the interaction.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Purpose is not clear; needs a lot of help communicating; usually does not
PRONUNCIATION	Pronunciation and intonation are almost always very clear/ accurate according to his/her level.	Pronunciation and intonation are usually clear/ accurate with a few problems.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Frequent problem with pronunciation and intonation.

Adapted from Speaking Rubric for Fluency Activities. 2005. Pearson Education: Longman.

Table 6: The Evaluation Criteria of Speaking Test

CHAPTER V: CONCLUSION, LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE RESEARCH

5.1 Introduction to conclusion, limitations of the study and recommendations for future research

This chapter covers the overall conclusions of this study. Section 5.2 covers the general conclusion and summarizes the main study findings. Section 5.3 summarizes specific results of the research experiment. Section 5.4 presents the limitations of the research study and the last section 5.5 deals with the recommendations for future research.

5.2 General conclusion of research study

The main objectives of this study were to present adequate understanding of using communicative activities and strategies in English classes as a tool to help 5th grade students develop their speaking skills, it attempted to identify various communicative activities and strategies that can boost EFL learner's speaking skill; it aimed to identify some problems which may create difficulties to EFL learners` speaking skill and provided some ways to help them better use communication strategies in order to overcome their difficulties , it tried to explore students' attitudes towards activities and strategies that can be used in English classes.

This study took place at the primary education level and the participants selected for the study were EFL students coming from the school "Fan S. Noli", Kamenicë. Both quantitative and qualitative methods were used, in order to measure if EFL students` speaking skill is better when communicative activities are used into English classes and to make a difference between students who were taught by two different teaching methods. The data collected through teachers` interviews and students` questionnaire increased both teachers and learners` awareness on the importance of communicative activities in the foreign language learning process. Being based on the teachers` interviews, on students` questionnaire as well as on the research experiment, can be concluded that communicative activities are a very effective tool in a foreign language learning process, the students who were taught by

communicative activities were more motivated and interested to speak in a foreign language, had positive attitudes about learning, were aware about the importance of communicative activities and strategies to develop their speaking skill, and they were more concentrated in English lessons. Whereas, students who were taught by traditional method and did not use any communicative activities in the classroom were less motivated, less concentrated and they got bored during English lessons.

I believe that speaking activities make the students more active in the learning process and at the same time make their learning more fun; they practice their speaking in a better way when attractive communicative activities are applied in EFL classes. So, English language teachers should implement modern and creative activities in order to help language learners improve their speaking effectively.

5.3 Specific results of the research experiment

Specific results of the research experiment are that students have positive attitude towards communicative activities, they enjoy classes more and they feel more motivated to take part in classroom activities. At the end of the research experiment after gathering data from teachers` interview and students` questionnaire and also being based on a speaking test done with students, we came up to the conclusion that the results were higher in classes where students have been taught through communicative activities than in classes where communicative activities were not applied.

5.4 Limitations of the research study

Even though some limitations of this study were encounter, the research reached its aim successfully. These limitations can be considered as detailed ones since they did not encumber the process of collecting data.

The first limitation can be considered the fact of choosing only one primary school instead of choosing classes of 5th graders of two different schools: one in public school and another one in private school. If the research experiment would have been done in these two different schools, the findings would have been even more interesting and it would have given us more opportunities to be informed about the importance of using communicative

activities and strategies to develop EFL learners` speaking sill. The second limitation is the number of students. If there would have been more students, we would have had a chance to take more responses and thoughts about the use of communicative activities in English classes and also activities would have been even more interesting and compete. The third limitation is considered the interview with English teachers. Considering the fact that some EFL teachers of primary school hesitated to respond to interview questions and still there were not enough teachers, there was a need to interview teachers from other primary and high schools. Even though the interview did not take lot of time, it took approximately ten minutes, teachers in most questions responded with short answers such as "Yes", or "No", so this made me ask extra questions to them in order to achieve the goal of the study.

5.5 Recommendations for future research

This study is conducted through qualitative and quantitative methodology of gathering data of experiment. Some suggestions for future research would be to interview not only primary and high school teachers as well as students but to interview university professors and students as well in order to indicate an overall generalization in terms of the potential pedagogical importance of communicative activities in a foreign language learning and teaching process. This study included only 5th grade students, so the recommendation about this issue would be to choose a different age of participants in order to present even more interesting data. Also, one-month experiment sometimes was not enough to cover everything that was planned to be taught. It was a bit challenging since we had to do different activities in each class and the number of students that had to take part in these activities was big. So, the recommendation would be to develop the research experiment in a longer period.

Developing speaking skill is considered to be a challenge for EFL learners, so teachers should be aware about the value of speaking skill and should use communicative activities in their classes in order to help them develop their speaking part. English teachers should use additional materials in their English lessons in order to make the classes more interesting and attractive for students. Teachers should include all students in every communicative

activity and identify students` difficulties in expressing themselves and help them overcome these problems.

Moreover, English teachers should motivate the students to participate in communicative activities in classroom, and should help them develop their language in supportive and encouraging way.

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Teachers` interview questions

1. Do you use extra materials except book in your second language lessons to help learners develop their speaking skill?
2. If yes, what materials do you use?
3. How often do you use communicative activities in your EFL lessons?
4. Do you like using communicative activities during teaching process? Why? Why not? Why do you like using communicative activities during teaching process?
5. Do you think that all EFL teachers should use communicative activities in their lessons in order to improve students` speaking skills development?
6. Does the use of communicative activities help learners to master their speaking skills?
7. What kind of communicative activities do learners prefer most to use/practice in the classroom?
8. Does classroom learning atmosphere change for better when using communicative activities in learning process?
9. Does the use of communicative activities increase students` learning motivation?
10. Do you think motivation is a factor that affects speaking skill?
11. How often do you use communicative activities in your EFL classes?
12. Do your students enjoy the classes when communicative activities are used?
13. Do you believe that communicative activities provide student-centered classroom?
14. Do you think that communicative activities promote confidence and fluency in speaking skill?
15. Do you think that communicative activities provide student-centered classroom setting?
16. What is learner`s attitude towards speaking communicative activities?
17. Do you use any strategy to challenge students in speaking skill?
18. Do you think that communication strategies help overcome their problem in a second language?

19. Do communication strategies help students who have low self-esteem to participate in oral interaction?

20. Do you find communication strategies useful to use in the classes?

APPENDIX 2

Student's Questionnaire

Të dashur nxënës, ky pyetësor ka për qëllim që të hulumtoj mbi rëndesinë e përdorimit të aktiviteteve komunikuese dhe strategjive për të zhvilluar shkathtësinë e të folurit te studentët e EFL (Anglisht-ja si gjuhë e huaj). Ky pyetësor është anonim dhe nuk kërkon të dhënat tuaja personale.

Ju lutem rrethoni përgjigjen më të përshtatshme për ju!

1. **Did you like using communicative activities during learning new English topic?**
   a) Yes
   b) Yes, very much
   c) No
   d) Not at all

2. **Do you think that your achievement in English is not the same if you don't practise speaking by using communicative activities?**
   a) Yes
   b) No
   c) I don`t know

3. **Does the use of communicative activities in the classroom encourage you to speak in front of the class?**
   a) Yes
   b) Yes, very much
   c) No
   d) Not at all

4. **Are you confident in speaking in English language outside of the classroom, if you have practiced the same topic by using communicative activities?**
   a) Yes
   b) No
   c) Yes somehow

5. **Does the use of communicative activities in classroom promotes whole classroom participation?**

   a) Yes

   b) Yes, definitely

   c) No

   d) I don't know

6. **Do you think that using communicative activities in English lessons helps you develop your speaking skills?**

   a) Yes

   b) No

   c) I do not know

7. **Was it easier for you to practice English in the classroom by using communicative activities?**

   a) Yes, it was

   b) It was far easier

   c) No, it was not

   d) It was somehow

8. **Do you find the use of communicative activities useful and attractive?**

   a) Yes

   b) Yes, very attractive

   c) No

   d) Not at all

9. **Do you feel more motivated when communicative activities are used in English classes?**

   a) Highly motivated

   b) Fairly motivated

   c) Yes

   d) Not at all

10. **Does the use of communicative helps you to be more confident in speaking English?**

   a) Yes

   b) No

c) I do not know

Speaking Test

1. Can you mention some toys?

2. What is your favorite toy?

3. What color is it?

4. What is your favorite food?

5. Can you make the difference between healthy and unhealthy food?

6. How often do you eat out?

7. Talk about the clothes you are wearing today. Do you like them? Why? /Why not?

8. Where is your favorite place to go shopping for clothes?

9. Are you going shopping for clothes soon? If 'yes', where, when and why?

10. How do you feel today?

11. How do you feel when you cry?

12. How do you feel when you laugh?

APPENDIX 4

Student`s name: _____

- My favorite food is_____.

- I like it because_____.

- Healthy food: _____.

- Unhealthy food: _____.

- My favorite restaurant is_____.

- During the summer I always eat_____.

FOOD ☺

Ordering Food

Use the following words to complete the conversation.

bill; bottle; dessert; drinks; fish and chips; hungry; menu; non-smoker; order; table

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Costumer: A _____ for two please**.**

Waiter: Smoker or _____?

Costumer: Non-smoker, please.

Waiter: Here you go. Would you like to see the _____?

Costumer: Yes, please. We are very _____.

(The costumer looks at the menu…)

Waiter: Are you ready to _____?

Costumer: We would like_____.

Waiter: Would you like any_____?

Costumer: An orange juice, a coke and a _____.

(The costumers have finished their meal)

Waiter: Would you like a _____?

Costumer: No, thank you. Could we have the _____, please?