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**CER: LANGUE ET LETTRE ANGLAISES**



**“USING READY-MADE DIALOGUES TO TEACH SPEAKING THROUGH TOPICS TO MALAGASY LEARNERS OF CLASSE de SECONDE.”**

**CAPEN DISSERTATION**

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**Cohort: *the witty***

*“Trust in the Lord with all your heart and lean not on your own understandings; in all your ways acknowledge Him, and He will make your paths straight.”*

*Proverbs 3: 5-6.*

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## **ABBREVIATIONS**

Ed(s) : editors

Et al : and the others

ESL : English as a Second Language

ELT: English Language Teaching

T E: Teaching Editor.

T: Teacher

L: Learner

Ls: Learners

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# PART I



## **Introduction**

Speaking is generally acknowledged as part of the process of communication in that it is one of the various means at man's disposal to achieve his duty of communicating and enjoy the right of being communicated to in order to be fully integrated and able to actively participate in social life. Furthermore, with globalization, English remains the most spoken language all over the world. It is then the language most used to discuss, arrange conflicts, and negotiate between nations in whatever field. Knowing how to speak English is then supposed to be a necessity and a must even in modern society and few people would therefore argue against the importance of such ability. UR (1996) says "of all skills (listening, speaking, reading and writing), speaking seems intuitively the most important. Indeed, whether for business or pleasure, a primary motivation to learn a second language is to be able to converse with speakers of that language".

Nowadays speaking does not require the two protagonists to be at the same place. Because of technology evolution people can talk to each other by phone or through the internet. To discuss about international matters, for example, statesmen do not need to move but just discuss through teleconference. Family members, friends or workers communicate with "web-cam" when they want to. In that case, speaking is associated with gestures and facial expressions because protagonists can see each other. All these give evidence that speaking still keeps a very important role in society, especially when there is time constraint; it is easier and faster to conclude a decision through speaking than through writing that requires a reading comprehension capacity.

Moreover in speaking, the conversation is spontaneous. At any time of the conversation the participants can negotiate what they mean exactly. Repetition, paraphrase and rewording are possible and help the understanding to take place.

Directly, through the telephone or the internet, speaking remains the most useful, the most used and easiest form of communication in any society.

## **0. Rationale and objectives**

We have seen above how important speaking is. When we carried out our pedagogical training at the Lycées we noticed that the teaching of speaking is neglected though any language learning starts with speaking.

First, there is the problem of time constraint. During our observation we had the opportunity to talk with teachers of English; teachers in Antananarivo, Toamasina and Mahajanga. Most of them complain about the 3 hours a week that are allotted to the English course which are not enough to cover the syllabus on time. As a result, teachers rush to finish the syllabus and resort to a teacher-centered class management. On our part, as observers, we had difficulty to know the learners' speaking ability. Also, we have some doubt that the teacher knows how to develop their speaking skill as they rarely speak English. To remedy this problem, in addition to the aim of developing the learners' speaking skill only, we have used dialogues that are rich enough to explore in the teaching of structure and language items.

Another problem lies in that learners are given the words meanings right away instead of being trained to guess the meaning of words from the context. As a result, students are used to take notes without working.

The observations we had during our training also show that learners are making noise during some courses because they do not understand what is required from them. The instructions are not clear to them because they are not used to speaking or to listening to someone who speaks English. Even though there is no oral examination at the baccalaureate, here, it is obvious that the students' weakness at speaking has a great impact on the achievement of teaching objectives in class.

We had also the opportunity to witness some lively classes. This happens when topics like love and sex, fashion and describing people were taught. We have deduced that this liveliness took place because the themes that are treated in topics concerned them directly. In addition we have noticed that they had more ideas when the topics interest them. That is why we have chosen to explore topics in this work. We have seen that it is beneficial to explore learners' interests.

We are aware of the fact that teenagers know many English song lyrics by heart nowadays. They know how to pronounce every word correctly but do not know when to use

the latter as they just boast to their friends that they know the song. Surely some of them know the meaning but their surroundings (friends and family members) who do not speak English do not give opportunity to use them. In suburbs and countrysides it is rare that an English club exists within the school for the learners to practice English. All these show that learners need more speaking practice in class.

ELYIDIRIM and ASHTON (2006) state that “attitudes and motivation are complex social, cultural and psychological factors that influence how a student approaches many situations in life including second language learning”. They add that “students with positive attitudes usually progress more rapidly in second language learning.” This means that when learners have a positive attitude, it acts as a motivational impetus to enable a greater effort to achieve the goal of learning the language. When learners speak and they are given the opportunity to participate in the class activities, their positive attitudes increase and they are more motivated to learn.

In this research, we have tried to explore the learners’ interest in learning the English language. Thus, we did not want to rely on the teachers’ answers only; we also have conducted a data collection to some learners directly. The questionnaire is designed upon the theories highlighted above.

The purpose of this research includes three main points. First, this is aimed at showing how important speaking is within the other skills. Secondly, it is also intended to show the advantages of the use of the communicative approach, topic-based approach and dialogues. Third, we wanted to show the advantages of having motivated learners in class.

### **0.1 Significance of the study**

To be able to speak English means to be able to communicate in English. In other words, the ability to use spoken English allows people to communicate with one another. As a result mastery of spoken English is important because we need it in many different fields such as in the field of communication, education, business, trade, work, medicine, etc. Besides, the English language has become an official language which means that if learners cannot speak effectively from secondary school, they may not be able to go further into their education.

## **0.2 Scope and limitation**

This study is limited because we have not enough budget to investigate all the Lycées in Madagascar, to see the reality concerning the teaching of speaking. Time also may limit our research because we cannot observe all the classe de seconde that exist in Madagascar.

Moreover, this research is designed for Classe de seconde only though there are other topics that are only taught in “classe de Premiere” and “classe de Terminale”. The objectives of the teaching of English in those classes also are different from that of “classe de seconde”. Furthermore, this research is intended to give learners of classe de seconde a new start of English learning after their study at junior high school.

## **0.3 Structure of the work.**

This research work is divided into three main parts. The first part of this work deals with the theoretical considerations about the teaching of speaking, the communicative approach, the teaching of topics and the dialogue building criteria. The second part is about the investigation on the current teaching of topics and dialogue use in Malagasy Lycées by means of questionnaires and classroom observations. The last part includes experimentations and suggestions to see how the use of dialogues works in the teaching of speaking through topics.

## **PART I: THEORETICAL CONSIDERATIONS.**

Our study is concerned with ways of dealing with speaking skills in Classe de seconde with emphasis on the use of dialogues. We shall thus focus our research on speaking in language teaching and presents some basic considerations on the theory of speaking. Then, we shall give some definition of “communication” which will be followed by some theory of “the communicative approach”. The communicative approach will be included in this research for three reasons: first, for its effectiveness, secondly to the objectives of the teaching of English at Lycées and thirdly, for the specific objectives of the teaching of English in “classe de seconde”. After giving some definition of “Topic”, we shall close this part with some pedagogical considerations on the selection of good dialogues for teaching purposes.

### **1.2 THE SPEAKING SKILL**

In this section we are going to deal with the definition of speaking. Secondly, we are going to see the difference between speaking and listening. Thirdly, we will look closely at the features of speaking and finally, we will cast a glance at the sub-skills in speaking.

#### **1.1.1 Definition of speaking.**

RANARIVELO (1997) states: “speaking and writing are said to be productive whereas listening and reading are receptive. Furthermore, listening and speaking are expressed through aural/oral channels while reading and writing are expressed through visual channels.”

Speaking helps us to interact with others. DALLY (2009) states that “we must show our students that speaking is an essential tool for us to be in contact with others. Speaking, as a tool for communication and social interaction, must be dealt with in class following its most important characteristic: interacting with others. There must always be a coming and going of messages in speaking and, therefore, we should give our students as many tools as possible to help them face that thrilling challenge of interacting with others in a foreign language”. This quotation shows that when dealing with speaking in class teachers have to train learners to the reality; to speak with real foreigners that understand the English language only.

According to Concise English Dictionary (1990) “speaking” means “to express thought aloud, using the voice, to talk.”

It is worth mentioning that “of all skills (listening, speaking, reading and writing), speaking seems intuitively the most important” UR (1996).

UR (1996) goes on highlighting that “for anybody who wants to learn a language, at any level, speaking is of great importance”. She said that the learning of a second language always starts with speaking. To achieve communication we can add gestures and facial expressions to make what we mean clearer to our listeners.

“To speak” and “to converse” are synonymous in the way that they both mean to articulate words so as to express one’s thoughts. But there is a slight difference in their application as FUNK and WAGNALLS standard college Dictionary (1971) define them:

**To speak:** the broad term and may refer to utterances of any kind, however broken or disconnected.

**To converse:** means to talk back and forth and so necessarily indicates the presence of two or more persons.

### **1.1.2 Speaking VS listening.**

In an act of communication, the speaker does not just initiate, he also responds to what he has heard while the listener does not remain silent, he is expected to make response. BYRNE (1976) declares that in conversation speaking involves responding to what has been heard. In this case speaking is an integral part of listening.

It requires two persons at least and during the conversation they have to exchange their role as listener and speaker constantly.

### **1.1.3 Features of speaking.**

BYRNE (1976:8) describes speaking as follows: “Oral communication is a two- way process between the speaker and the listener or listeners and involves the productive skill of speaking and the receptive skill on understanding”. According to this point of view, we can see that the speaking skill is different from listening in a way that the speaker produces the language.

In addition to this, in speaking, what matters most is fluency. When the message that the speaker wants to convey is understood by the listener no matter how he proceeds, the

speaking objective is achieved. In that case, the use of pause words like: Right!., Really?, Err ...is allowed. DOBSON (1975)

Another feature of the spoken language is the use of body languages, facial expressions and eye contact by the speakers. As a result, speaking is associated with reactions such as anger, happiness, reluctance that the speakers show while speaking. The continuation of the conversation depends on these reactions and the topic of the talk may change as a result. The following conversation illustrates this situation.

**Brian**: Is your girlfriend Karen coming?

**Mathew**: (says nothing but shows bad mood).

**Brian**: I think I'm going to prepare myself. They'll be there in a minute.

**Mathew**: Sure.

Here Brian just tries to change the topic of the talk according to the facial expression; the bad mood, that Mathew shows.

Moreover, while speaking, people can interrupt each other, ask for or give more information, correct what they say, and confirm what the other person says. In a conversation it is possible to say: Wait a minute! – Sorry to interrupt you but...- What do you mean? - Why do you say so? - Can you repeat what you've said? - I mean....- You're right!- Sure -.as in a letter it is not possible. In addition to these, MC CARTHY (1998) suggests the following "I wonder if I might say; hang on a minute; just one last point; just one thing; shut up will you...". The only exception is "speech". In a speech, nobody interrupts or intervenes in what a person says. The listeners just have to listen to the speaker till the end.

#### **1.1.4 Sub-skills in speaking**

This section will deal with the different sub-skills involved in speaking such as: pronunciation, articulation, stress, rhythm and intonation.

##### **1.1.4.1 Pronunciation**

Pronunciation is defined as the ability to articulate sounds, to put the stress on the right syllable and/or on the important word(s), to use the appropriate intonation and to join up words together so as to maintain fluency.

ZHANG (2009) assumes that in addition to being an important skill, however, speaking is also a great challenge for foreign language learners and students. They have to master several difficult micro skills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions.

#### **1.1.4.2 Articulation**

When people converse, articulation plays an important role. The fact of misarticulating a sound may change the meaning of the word. We can take an example from MANORO (2000) –Phonology of modern English.

Normally < a is pronounced / ae / —————> e.g.: cat, fat,...

but there are exceptions: <a as in “yacht”

<a as in “wrath”

Normally < e is pronounced / e / —————> e.g.: bed, red,...

but there are exceptions: <e as in English

#### **1.1.4.3 Stress**

JONES (1909:36) affirms that it is “the degree of force with which speaker pronounces a sound or a syllable. If the word “Canada” is for example pronounced with the stress on the second syllable (instead of the first).The listener could hear something like “Ca-**na**-da” and he would get confused about its meaning.

RABIA (2010) states that there are two types of stress: word stress and sentence stress.

a) - Word stress

a stress put on one syllable of a word. This stress can distinguish two similar words having different meanings (1) and the place of the stress in the same word helps people to understand the word (2).

**Example:** “**record**” versus “**re**’cord”. The distinction between “**record**” as a noun (1) and “**record**” as a verb (2) is made clear by the place of the stress.

b) - Phrase or Sentence stress

It is worth mentioning that when a sentence has only one phrase it is a stressed-sentence. To avoid confusion it is also called tonicity or tonic phrase. Phrase segment means that a chosen word in the phrase is given the main emphasis. The right intonation depends on it as the rising or falling tune starts on it.

For example: Eric plays football.

This sentence can have three different meanings according to where we put the stress: either on “Eric” or on “plays” or on “football depending on the speaker’s choice based on what he or she means.

1/**ERIC** plays football;

This means that it is Eric who plays football not anyone else.

2/ Eric **PLAYS** football.

It means that Eric plays but not does anything else.

3/Eric plays **FOOTBALL**.

This sentence means that Eric plays football but not something else. RABIA (2010)

#### **1.1.4.4. Rhythm**

Rhythm is linked with stress. English speech rhythm is characterized by tone units: a word in a group of words which carries one central stressed syllable. For example politic (first syllable) politic stressed al (second syllable stressed) and politician (third syllable stressed).

#### **1.1.4.5. Intonation.**

Together with stress, it helps the speaker to convey his intention. Intonation is the musical sound of a language. GIMSON (1980: 264) says that “Intonation is used as a means of distinguishing different types of sentence”; for example the same sequence of words may with

a falling intonation be interpreted as a simple statement whereas with a rising intonation, it can be interpreted as a question.” The following is an illustration of this.



- You want to go with me. A falling intonation indicates that this is a statement.



- You want to go with me? A rising intonation pattern indicates a question.

In the following, one sentence with different intonation expresses different meanings.

1. They are laughing. (simple statement of fact)
2. They are laughing? (question)
3. They are laughing. (Surprise)
4. They are laughing. (Warning).

### **1.1.5 Requirements of speaking for effective communication.**

In this part, we will show how important some requirements are in order to achieve an effective communication. There are three requirements: appropriateness, fluency and accuracy.

#### **1.1.5.1 Appropriateness**

JOHNSON (1980:2) defines “appropriateness” as “the ability to be appropriate to know the right thing to say at the right time”. This means the ability to produce and select the form and vocabulary items relevant to the social context.

According to RIVERS and TEMPERLEY (1987:37) it is the social behavior associated with a particular position, implying a relationship with other roles. Being mother and child, patient and doctor, employee and employer and so on. Age, sex, social status, educational levels are important as they affect the mode of expression used by the speaker.

Every speaker adjusts the way he speaks according to the situation he is in the purpose which motivates him and the relationship between himself and the person as BROUGHTON (1980:30) declares. He adds that “certain ways of talking are appropriate for communicating with intimates, other way for non-intimates.” Likewise, RANARIVELO (1997) affirms that “we use different styles of language in diverse situations. Students should be conscious of this fact and learn to recognize and eventually use English in these different styles: in an intimate situation, casual style and consultation style”

### **1.1.5.2 Fluency**

According to BROUGHTON (1980) “Fluency is the ability to speak or write as naturally as easily but not necessarily as accurately as the native speaker can”. This definition gives evidence that what matters in fluency is communication but not accuracy in grammar rules. It implies also that a person who speaks a second language fluently does not need to care about how a native of this language speaks. He has just to express his thought as it has to be.

### **1.1.5.3 Accuracy**

As opposed to fluency, accuracy refers to “correctness or exactness of sentences or utterances. It involves vocabulary and grammar.

#### **a) - Vocabulary**

The word “lexis” is always used by linguists when talking about vocabulary. According to THE BRITANICA WORLD LANGUAGE DICTIONARY, vocabulary is “a sum of aggregate of the words used or understood by a particular person, class or employed in some specialized field of knowledge.” Thus, vocabulary can be defined as the words taught or used by a given society. However, it may be more than a single word: as in “pocket-money” and “town-hall” which are made up of two words to express a single idea.

In spoken language vocabulary items are vague since people tend to use words like “it, that, this, his, her, something”...instead of saying the exact word.

It is also important to know that some vocabulary items are rarely used in speaking. For example, the verb “to weep” is the synonym of “to cry” but it is more formal and tends to be used in writing but not in speaking.

## **b) - Grammar**

UR (1996) highlights that “Grammar is sometimes defined as “the way words are put together to make correct sentences”. Thus, “I am a Teacher” is grammatically incorrect in English. It is important to note that grammar is often neglected in speaking. Therefore, teachers tend to let their pupils express themselves freely without worrying whether the results are grammatically correct or not. ANDRIAMAHARO (1998) emphasizes that if we take into consideration grammar or form, it means that we only want the pupils to master the rule of grammar. However, everyone has his or her own point of view as far as the place of grammar in spoken language is concerned. CLOSE (1981) claims, “Effective communication depends very largely on a complex set of conversation which both speaker and hearer have to follow and understand.” He adds:”English grammar is first and foremost a matter of fact”. We say “one woman”, “two women”, “came”, “come”. Whoever learns English must accept such forms as facts and must develop the habit of using them in appropriate situations.

We can therefore conclude that speaking appropriately, fluently and accurately can guarantee good and smooth communication.

## **1.2. COMMUNICATION**

As this work deals with speaking, it is very important to talk about communication. In this section, firstly, we are going to define what communication is. Then, we will deal with the principles of communication and lastly we will see the communication process.

Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. It is the meaningful exchange of information between two or a group of living creatures.

### **1.2.1. Definition of Communication**

“Communication is the process whereby speech, signs or actions transmit information from one person to another”. Oxford Worldpower dictionary (1993).This definition is concise and definitive but does not include all the aspects of communication. According to HARPER (2013), “communication is the activity of conveying information through the exchange of

thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. It is the meaningful exchange of information between two or a group of living creatures.”

No matter the type or mechanism of communication, every instance of communication must have a message that is being transferred from a sender to a receiver. In order for communication to be successful, the sender and receiver must have some signs, words or signals in common with each other so that the sent message can be understood. The ideal definition of communication is a two-way interaction between two parties to transmit information and mutual understanding between themselves. The exchange of information from one party to another is best communicated when a discussion is available so the receiver can ask questions and receive answers to clarify the message.

### **1.2.2. The principles of communication.**

The literature suggests that communication has three basic principles such as the principle of feed-back, the principle of information gap and the principle of choice. These principles are all used through communication and can be used as many times as the protagonists want according to the flow of the communication. The following sub-section will give more explanation about each principle.

#### **1.2.2.1. The principle of feed back.**

What you say to someone depends not only on what he has just said to you but also on what you want to get across during the conversation. JOHNSON (1981; 63) states that in real life, what he says to the other person will be designed to reach that aim (to write, to reassure...) and what the other person says to him will be evaluated in terms of that aim.

#### **1.2.2.2. The principle of information gap.**

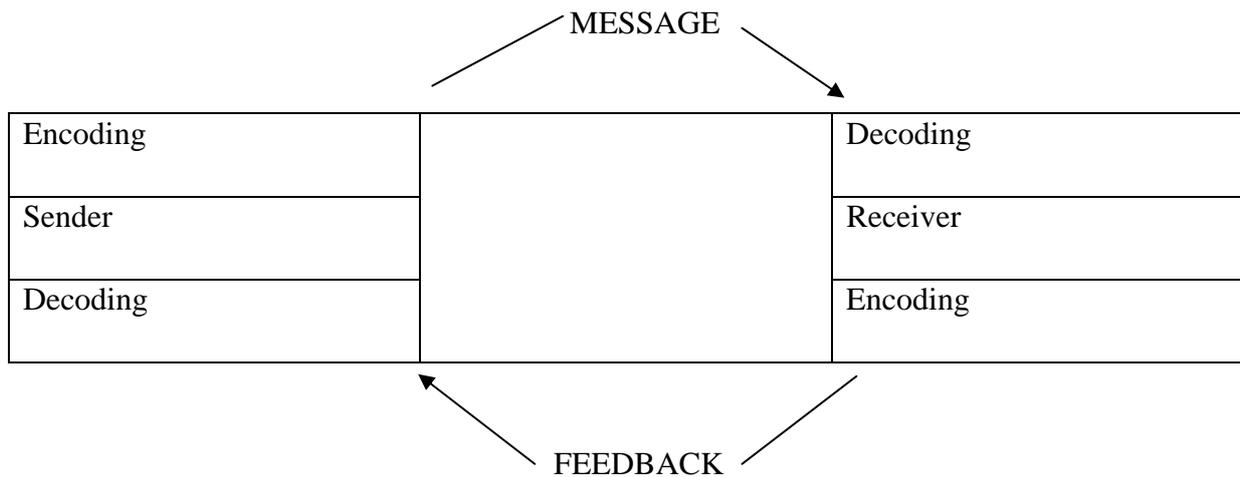
The speaker conveys information, he is curious to know the listener's reaction as the responses totally depend on the latter's understanding of the message. BROUGHTON (1980) defines information gap as “the situation in which different parts of a piece of information are known to different people”.

### 1.2.2.3. The principle of choice.

When people communicate, they are free to choose what they are going to say and how they are going to say it. This choice depends on the aim of the communicator whether he wants to explain, to hurt, or to make people laugh and so on. (RABIA 2010).

### 1.2.3. The communication process.

Communication is generally viewed as a four-phase process. The sender first encodes a message. The transmitted message is received and divided by a receiver, who then reacts in his/ her turn. The reaction is often nonverbal and is used to show whether the message was understood or not. The receiver sends the formulated reaction back to sender, who then decodes and reacts to the feedback. When receiving the feedback the sender is free to choose between clarifying the message or its topic. This process can be illustrated in the following chart taken from CLOSE's work (1981).



### 1.2.3.1. Verbal communication.

HENNINGS (1975) affirms that “spoken messages” can be divided into verbal and vocal components. The verbal component includes such variables as voice firmness, tone, pitch, tempo, or loudness.” According to this, verbal communication then requires the speaking ability with all the speech organs involved.

### **1.2.3.2. Non-verbal communication.**

RABIA (2010) declares “Not all communication is audible”. In real life, the cases of a deaf and dumb person confirm this. When he communicates, he uses his hands and makes signs related to the alphabet so as to make meaning understandable to other people. Even though he has handicaps, he achieves communication, and this, through non-verbal communication only. This example shows that non-verbal communication can replace verbal communication in some cases.

For normal people, non-verbal communications are just accessories to fasten or to make understanding to take place. BEATTLE (quoted in LITTLEWOOD, 1992; 40) states that “in everyday communication non-verbal signals such as posture and eye contact play important parts in regulating turn-taking between speakers.” Thus, we can say that in a conversation or in a dialogue, body languages are interdependent from verbal communication to achieve the same goal: exchanging information. In some situations even non-verbal communication is more important than verbal-communication. For example, when a husband and a wife are receiving unwelcomed guests at their house, just by looking at each other or by using a simple sign the couple will understand what they have in mind. As a result, both of them will try to make the guests leave.

## **1.3. THE COMMUNICATIVE APPROACH.**

As this work is intended to show how important speaking is within the other skills, it is very appropriate to use the communicative approach. Moreover, in this research, we propose the use of dialogues which requires approaches that are communicative.

In this section, we are going to discover the definition of communicative approach. Then, we are going to learn a brief history of communicative approach. In addition, we are going to see the basic principles of communicative language teaching. Finally, we are going to highlight the different communicative activities which constitute the advantages of communicative language teaching.

### **1.3.1. Definition of communicative approach.**

RICHARDS and SCHMIDT (2002) state that “Communicative Language Teaching (CLT) emphasizes speaking, reading, listening and writing with in content-and task based

activities.” The use of communicative language teaching then encourages the use of the integrated method when covering two or more skills in one coordinated course.

Other researchers say that the Communicative Language Teaching is also known as “communicative approach” — it emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context. KAGNANTH, THEARA and KLEON (2007) maintain that “Communicative Language Teaching involves students in real world, interesting activities that will expose them to a large amount of authentic language.”

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that “meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas.”

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interactions.

### **1.3.2. History of communicative approach**

The advent of the “communicative approach” or “communicative language teaching” dates back to the 1970’s. It comes as a reaction against structural language teaching methods, dominant until then, which assumed that knowledge of language structures will automatically lead to the ability to understand and to use the language in natural situations or communicative competence. (RICHARDS & RODGER 1986). Indeed, such an assumption has been found erroneous because there are “students, and especially students in developing countries, who have received several years of formal English teaching, frequently deficient in

the ability to actually use the language and to understand its use in normal communication whether in the spoken or written mode”( WIDDOWSON 1979).

The reason is that there are not rules of use without which the rules of grammar would be useless (HYMES 1971). Thus, as the name suggests, the Communicative Approach aims to equip the learners not only with the ability to compose correct sentences but also with the ability to use these appropriately.

### **1.3.3. Basic principles of communicative language teaching.**

Since we are concerned with teaching, it would be necessary to know what the basic principles applied to communicative language teaching are.

The communicative approach which, as hinted above, came as a reaction against the so-called structural language teaching methods, marked, in the field of language teaching/ learning, a shift of focus away from accuracy or formal correctness to fluency or the ability to use available language resources as naturally, appropriately and effectively as possible. For such purpose, traditional structural methods are inadequate and as a result, it is necessary to adopt an interactive or communicative methodology which should endeavour to replicate in the classroom the scenario of a real life communication which has the following general characteristics:

#### **1.3.3.1. Principle of information gap.**

In real life interaction, the protagonists do not share the same information: one of them has a piece of information (information, message, opinion, feeling, etc) that the other does not have and the purpose of the communication is to bridge this gap. In addition to this, BROUGHTON (1985) states that there is information gap when one person, in an exchange, does not know some information that the other person knows. If the teacher, for example, asks the following question to the learners: “What is the name of our school”, which answer is known by everyone, including the teacher, the activity is not really communicative.

#### **1.3.3.2. Principle of freedom of choice**

In a genuine and normal situation of communication, the protagonists are free to choose “WHAT” to say and “HOW” to say it. It is worth mentioning that the focus is on the

language content but not on the language expression. Consequently, as LARSEN et al. (1986) say, “the students work independently from the teacher’s close control.”

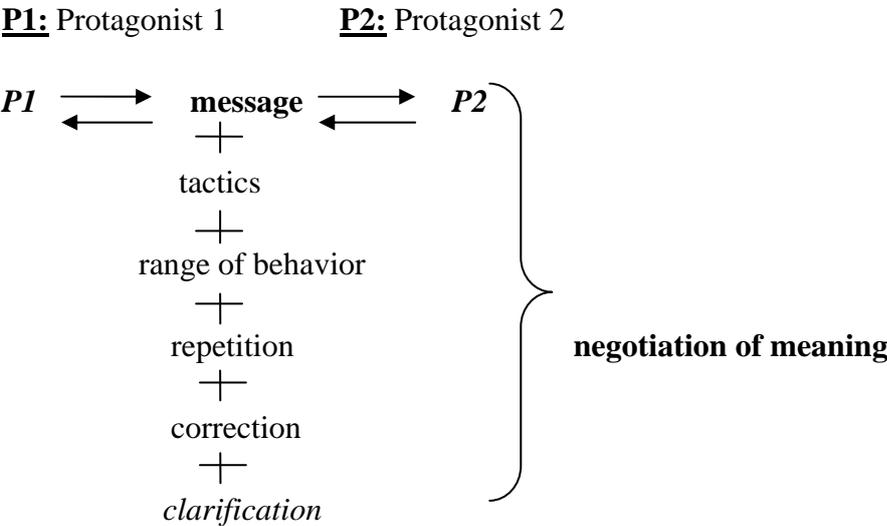
**1.3.3.3. Principle of primacy of WHAT (content) is said over HOW it is said (expression)**

In real life communication, we pay more attention to the information that our interlocutor wants to pass (content) rather than to the way he passes it and the structures (sounds, vocabulary and grammar) that he uses (expression). This is at the basis of the primacy of fluency over accuracy and a certain tolerance towards mistakes.

**1.3.3.4. Principle of negotiation of meaning.**

In real life, a transmission of information is rarely straightforward or known before by the interlocutor. As a result, the protagonists struggle, use a range of behavior and tactics to achieve a successful communication. He may show that he has not understood what the other person says, he may also ask for clarification or for repetition. Meanwhile, the protagonists can correct each other or help each other to express ideas. This dynamic process is known as negotiation of meaning. As MANORO (2005) states “in real life communication, a transmission of information is not straightforward. It is most of the time followed by body languages, behaviors, and tactics to achieve a successful communication. He says that this process is known as the negotiation of meaning.

To make it more explicit, we draw the following schema to show the mechanism of negotiation of meaning.



### **1.3.3.5 Principle of feed back**

JOHNSON and MORROW (1981) note that “in real life”, what someone says to the other person will be designed to reach an aim and what the other person says to him will be evaluated in terms of that aim. Thus, a speaker can evaluate whether or not his or her purpose has been achieved based upon the information and reaction he or she has received from his or her listener. In a genuine and normal situation of communication, a protagonist always adapts his communicative strategies to the reaction of his co-communicator. Furthermore, ANDRIAMAHARO and MANORO (1999) state that “he adjusts these strategies taking account of the feedback that he receives from his interlocutor.”

All these principles of communicative language teaching outlined above necessitate that the language teaching makes use, in the classroom, of procedures and techniques, classroom management and classroom activities that all foster interaction and communication so as to train the learners to communicate in a near real life situation with a view of preparing them for a later communication in a genuine and natural social context.

### **1.3.4. The different communicative activities.**

In this section we are going to quote the different communicative activities which will help teachers in planning the lessons to the applicability of the actual research.

#### **1.3.4.1. Definition of a communicative activity.**

“A communicative activity is an activity or a task that is given to students in order to train them to communicate as natural as possible like in real life situations”. RATSIMBA (2005).

#### **1.3.4.2. Information gap activities.**

An “information gap task” is a technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps (RICHARDS & SCHMIDT 2009). It is often used in communicative language teaching and task-based language learning. “Information gap tasks” are contrasted with “opinion gap tasks”, in which all information is shared at the start of the activity, and learners give their own opinions on the information given (ELLIS 2003).

According to DOFF (1988), the activity can work in various ways such as:

- One student has some information and the other student has to find it out by asking questions.
- One student has some information and tells the other student.
- Both students have different information and they tell each other.

Information gap activities also provide the “unpredictable” characteristic of a natural practice of the language.

#### **1.3.4.3. Role plays.**

The use of pair work represents several advantages. As VINEY, CAWOOD and DUCKWORTH (1985) say “in role plays the students are asked to act characters and to speak as they think the character would speak in a given situation. It is important to set up the situation clearly and to define the roles which learners are expected to play. Sometimes role plays will parallel situations in the students’ book fairly closely. On the other occasions learners will need to improvise a situation, working out the details of the conversation as the role play has been sketched out only briefly in the teacher’s notes.”

It is a very advantageous communicative activity as it puts the learners in real life situation. LADOUSSE (2004) states that role plays develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. As we are more concerned with dialogues in this research, it is worth mentioning that role plays are essential when using dialogues in teaching. EDGE (1993) says that “teachers can make dialogues by not allowing students simply read each line aloud”. This means that the students should play the dialogue as naturally as possible. RANDRIANADRAINNY (2008) affirms also that “In role plays, students look at the person they are addressing to, and they speak their lines meaningfully”.

If we adapt those theories to the use of dialogues it can be said that dialogues can be used as role plays because the role of the protagonists in dialogues and their number of role are clearly settled.

#### **1.3.4.4. Problem solving activities.**

A problem solving activity is an activity during which learners are given a problem to solve and are to find solution. KRAL (1994) states that “Problem solving is an activity that

concerns nearly every minute of one's life, so the variety of subjects is infinite". It is clear that during the search of a solution, language will become a tool. When doing this communicative activity the participant will have to share ideas, suggest their solutions, discuss ideas and evaluate the various proposals.

It teaches students how to describe a set up, to comment, to construct, to suggest, to evaluate, to criticize, or define, to clarify, to agree and disagree and finally, to convince. RIVERS (1987) adds that "it promotes interaction and divergent thinking."

#### **1.3.4.5. Games**

It is now very generally accepted that language teaching not merely can be but should be enjoyable. "It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games" (EFT 1995) since they banish boredom. EDGE (1993) adds that when one hears the word "game", he or she will automatically think of play", "fun", "cooperation" and "competition". Thus, games require players that have communicative abilities because unless learners succeed in communicating, a game falls flat and comes to an end.

Games are very important in language learning since they "distract the learners' attention from the study of linguistic form" LEE (1979). They stop thinking about the language and instead use it.

#### **1.3.4.6. Jigsaw**

KRAL (1994) defines the jigsaw activity as an activity in which information is divided into different pieces. Each group member is given a piece to learn or to remember first. Then, they tell others about their pieces so that everyone has a complete picture of the information. ARONSON (1978) stresses the fact that "If the instructional goal is for students to practice reading, speaking and listening skills, the jigsaw activity presents at least the following advantages:

- 1- Individual accountability: group members are all responsible for the learning.
- 2- Reward for cooperating: students work as a team to accomplish a common goal.
- 3- Interdependence: students need their fellow group members.

- 4- The assignments are divided
- 5- Social skills are important: students are to be good speakers, good listeners, being sure that they find out the necessary information.

#### **1.3.4.7. Guessing games**

According to the definition of guess in the Oxford word power Dictionary (2007), guessing game is an activity which consists in inciting students to give answers or opinions about something without being sure of all the facts. For example, the teacher may ask them: “According to you, what is my favorite food?”

“The challenges to guess arouses considerable interest and encourages the learners to communicate what they see as possible “right answers” LEE (1979).

#### **1.3.4.8. Simulations**

Simulation is very similar to role play but instead of having keywords about what they have to do or to say, the learners are free to use the language as they feel appropriate. The situation is imaginary but the imitated models are people who exist in society. The role of the teacher is to provide these models. RAFANOMEZANTSOA (2007).

Like role plays, simulation involves pretence. In simulation, as opposed to role plays, however, students are not so much asked to play at being someone else” EDGE (1993). They are rather asked to be themselves in an imaginary situation. In fact, students reproduce or simulate a real situation.

#### **1.3.4.9. Story telling**

In the activity of story telling, the teacher has two choices.

First, the teacher can give each student a story to be read, and then each student reports to his or her friend or the whole class what his story is about. The other can ask more details if necessary or ask the teller if they miss something. Articles in newspapers are very appropriate for this type of activity.

Secondly, the teacher can ask half of the class to go out. He tells a story to the half of the class. Then, the teacher asks the other students to come in. Those who have heard the story from the teacher will tell the story to their friend. JONAH (2002).

#### **1.3.4.10. Discussions.**

It is an oral exchange of idea or opinions with arguments between two or more people on a given topic or subject. It is a communicative classroom activity in the way that the learners use the language for a genuine purpose, for the expression of information (ideas, opinions, feelings etc...) in a content which is appropriate in real life situation and for real communication.

As seen in Oxford Advanced Learner's dictionary of current English (1974), a discussion is a "time when one examines and argues about a subject".

It is a communicative classroom activity in the way that "the learners use the language in a genuine purpose, for the expression of information (ideas, opinions, feelings, etc) in a context which approximates real-life situation of real communication" MANORO (2006).

RABIA (2010) summarizes the stages of group discussion as follows:

First, students are divided into groups of four or five and take part in a short friendly exchange, just warming up.

Secondly, they decide the group members initial responsibilities. For example, they choose the discussion representative, the record keeper and the participants. In addition to these, they choose and write out a discussion question.

Thirdly, they express their opinions (agreement and disagreement). Then, they use persuasion.

Next, they compromise.

Finally, they reach solution to problems and make recommendation. He adds that "Discussions prepare students for academic participation and for community and civic involvement".

#### **1.3.4.11. Debates.**

According to the Oxford Word power Dictionary (1993), a debate is a formal argument of a question. It can be a classroom activity during which one group of students agrees with a given idea and the other group does not and each student is to support his or her team's opinions.

SANDRA (1985) notes that a debate demands students' direction and involvement, and learner participation in classroom interaction management. When learners are involved in interaction management they are relating their needs to the situation, and the satisfaction of these needs is rewarding and leads to language learning. What differ debates from discussions is that first, debates require much preparation. Then, they are much more formal. Finally, they are done in teams.

### **1.3.5. The advantages of the communicative language teaching.**

According to Oxford word power dictionary (2009), "Communication is the act of exchanging information, ideas or feelings."

This definition gives evidence that each person involved in communication can share or get information from other people. It is this idea of exchange that interests us to deduce the advantages of using the communicative approach in class.

The greatest advantage in communicative language teaching is that everybody (teacher and learners) in the classroom is free to tell and ask for information. In that case, both the learners and the teacher can intervene at anytime. As a result, it is a "learners -centered class" but not a teacher-centered one in which only the teacher tells information and the students are just listening to the information. As RANDRIANANDRAINNY (2008) states, the communicative approach is a learners-centered approach which focuses on learners' participations in the course. Moreover, ANDRIANJANAHARY (1995) affirms that "Its importance lays in a way that it gives opportunity for the learners to speak, to explore issues of their own choice and interest, to give their explanation of language as they understand it, to answer each other's questions". KLIPPEL (1998) highlights that the communicative approach involves learners in real world, interesting activities that will expose them to a large amount of authentic language. This authenticity is good for learning a language. He adds that communicative approach is advantageous because the teacher can check and correct the learners' error spontaneously. There is less chance for the learners to repeat the same mistake compared to written correction.

Most of the communicative activities are conducted as team work. Group work encourages shy and lazy learners to participate. With the performance of his mates he may try and want to challenge the activity. Sometimes learners might be asked to perform the activity in front of the class.

The use of communicative approach saves time and gives more practice than any other techniques because speaking is spontaneous and the learners do not spend a long time to get ready to speak.

#### **1.3.5.1 Role of the teacher**

Studies show that communicative activities are used in class, the teacher plays a very important role.

First, the teacher is a monitor during the course. For example, when the learners are divided in groups, the teacher also can designate the good student to lead each group to save time. Furthermore, the teacher has to circulate and check the learners' work. In addition to this, at any time the teacher can change the group members and change the activity according to teaching objectives.

Moreover, the teacher is a guide and a model for the students. KLIPPEL (1998) states "in a communicative approach the teacher can exemplify the correction directly"

### **1.4. TOPIC.**

This part is important for this work because the way we judge that someone speaks a language fluently is when he is able to discuss and talk about a topic. Thus it is crucial to define what a topic is.

#### **1.4.1. Definition of topic.**

According to Dictionary of contemporary English, topic is a subject for conversation or a talk and theme is the subject of a talk.

As it is stated in the Collins English Dictionary, topic is a subject of conversation and theme is an idea or topic expanded in a discussion or a discourse.

The Random House Dictionary of the English Language defined topic as a subject of conversation or discussion and theme as a subject of discourse, discussion or topic.

In New compact Dictionary, topic is a subject of speech and theme is the main idea or topic in a discussion or lecture.

From these definitions, we can see that in some dictionaries the definition of “theme” is the same as “topic”, and in others, there is only a slight difference between the two. As a conclusion, we can say that a topic can be a subject of conversation, a subject of discussion or a subject of speech. May be it is good to mention that in this study “topic” and “theme” will amount to the same thing.

#### **1.4.2. History and definition of topic-based syllabus or theme-based syllabus.**

Theme-based teaching has been practiced since the 1960s in UK primary classrooms, where children spend all day with the same teacher. Theme-based teaching requires teachers to choose a theme or topic and then to plan a range of teaching and learning activities related to the theme that incorporated aspects of mathematics, science art, language, history, geography, music and so on. Then, theme-based teaching has been transferred across from general primary education to the teaching of English as a foreign language. CAMERON (2001).

This approach is defined as an approach which aims at keeping the children involved with the subject through various topic-based projects and activities. The idea behind this approach is that this type of directed learning will hold the students’ interest from the introduction to the conclusion. BAIRD (2013)

As stated by CAMERON (2001), the essential notion of theme-based teaching is that many activities are linked together by their content: the theme of topic runs through everything that happens in the classroom and acts as a connecting thread.

#### **1.4.3 Advantages of using topic-based approach**

According to the ESLgold.com (2013), “a single-topic approach foster vocabulary learning”. They add that “after class, students begin to associate each word with a particular topic. And thus they will remember when and how they learned each word and phrase, and will be able to connect this word to the same semantic family of words.”

CAMERON (2001) states that “theme-based teaching can be used in large and small amounts and in varying concentrations. It can be adopted for one or two lessons in a week or

for several weeks in a term or could replace the course book and syllabus altogether. She added that theme-based teaching can be tightly planned in advance or it can be allowed to evolve online through dynamic teaching and learning, that changes direction in the light of task outcomes, developing and evolving with the emerging interests of children and teacher.”

The TE Editor (2013) highlights that using a topic-based syllabus as a framework, however, provides a natural stimulus for language learning in a realistic context. By starting with a topic of interest and then discussing or explaining an issue or opinion, learners will find out what they want to say and whether they can say it or not. This then provides further objectives, whether they are grammatical, lexical or pronunciation based, on which to build the course.

#### **1.4.4 Teachers’ role when using the topic-based approach in class.**

When the topic-based approach is used in class, the role of the teachers is very important. They have to play the role of a monitor, an advisor and a supervisor at the same time.

CAMERON(2001) highlights that “effective theme-based teaching is extremely demanding on teachers in both planning and in implementation; knowledge of a wide repertoire of activity types and resources is needed to plan for children of all abilities and to avoid them spending too long on cognitively less demanding activities such as drawing pictures. Skilled management of class, pair work and group work is needed to keep all children actively learning.”

This course requires teachers to be more flexible and reactive to problems which are arising. Again, the course books can be used as a base and exercises selected according to the needs of the learners. It is still okay for the teacher to say “We’ll discuss this in detail next lesson” if something comes up that wasn’t prepared (TE Editor 2013).

#### **1.4.5 The advantages of using a dialogue instead of a text when dealing with topics.**

Our training practice on February, 2010 at Lycee Moderne Ampefiloha, Antananarivo witnessed that at first glance, dialogue attracts and motivates learners more than texts do. It also encourages fluency whereas a text encourages accuracy.

Secondly, a text does not offer real situations in which the students can use the language appropriately but a dialogue does. Most of the time a text informs only the readers about something whereas in a dialogue the situation is already given and the reader can model and use the expressions right away. The advantage is also that in a dialogue the reader can take the role of one protagonist and so he can react spontaneously every time he wants according to the discussion which is supported by the principle of negotiation of meaning (MANORO 2005) on page 18 of this book, but with texts the reader has to read the whole text till the end in order to show a feeling or reaction.

Thirdly, as RANDRIANADRAINY (2008) puts it, “In role play as in dialogues, students look at the person they are addressing to, and they speak their lines meaningfully”. In a text the reader just has the paper or the book in front of him.

Moreover, students participate more in a dialogue than in a text as the roles in a dialogue are already divided. RAZAIARIVELO (1989) declares “Dialogues can be practiced in pairs. It means that the students’ participation increased”. The teacher’s task is just to ask for volunteers or to point at them in order to have them perform it. It is possible also for the teacher to swap the learners’ role in order to have more practice.

Finally, dialogues increase the students’ motivation. Learners can have fun when the other students are asked to perform the dialogue. As the performers are familiar with them, they are eager to criticize and to laugh at their mates’ mistakes. As a consequence, by correcting the others, they increase their own capacity in listening and speaking the English language.

### **1.5. DIALOGUES FOR TEACHING PURPOSES.**

In the preceding section, we have learned the definition of communication and some theories about communicative approach. It is worth explaining why we combined the communicative approach with the use of dialogues. ROBERTO de CARO (2009) argues that “the use of idioms has a great influence in teaching and learning process of a foreign language, because it could be one of the ways to give students better conditions to improve communicative skill in the daily context.” This theory highlights that the appropriate use of idioms in a context qualifies a person as someone who speaks and communicates in a

language. In this research, the context given to the learners is a “dialogue” in which they can develop their communicative competence.

In this section, we are going to give some definitions of dialogue and a “ready-made dialogue”. Then, we will have a look at the criteria about the forms and the contents of a good dialogue for teaching purposes according to several researchers. And we shall close this section with the applicability of dialogues in the classroom.

### **1.5.1. Definition of a dialogue**

- According to Mc CREADY (1975), a dialogue is any oral interchange between two or more people.

*It may be a question and its answer.*

*Example:* Do you have any ink?

Yes, I have some.

*It may take the form of statement response:*

*Example:* It's a lovely day today.

Yesterday was warmer though.

It may limit itself to one new grammar problem embedded in known vocabulary, or to new vocabulary in known grammar structures, or it may (as in many tourist phrase books) treat entire utterances as semantic units without consideration to grammar or vocabulary grading.

- Though, DALLY (2009) said that “Two monologues do not make a dialogue.”

- Dialogue is a verbal exchange between people. In literature, dialogue is the verbal exchange between any characters, human or not. e Teaching Assistance Program (2013)

- BUBER (1986) presents dialogues as being much more than the exchange of messages and talk that takes place in human interaction. He describes genuine dialogues as “...no matter whether spoken or silent ...where each of the participants really has in mind the other or others in their present and particular being and turns to them”. This means that any thought, expressed or in the mind, that the protagonists have are all parts of the dialogue they have.

### **1.5.1.1 Definition of a ready-made dialogue.**

The adjective “ready-made” has three meanings. First, it means “made for purchase and immediate use”. Secondly, it means “repeated regularly without thought or originality”. Third, it means “commercially produced; not homemade” (AudioEnglish.org.2013).

If we look at these meanings and try to adapt them into the meaning of a “ready-made dialogue for teaching purposes”, we can say that it is a dialogue which was invented and written by a writer or a researcher and which is ready to be used by anyone as a didactic material. In addition, we can say that it is not “homemade”; i.e. the teacher who uses a ready-made dialogue did not invent the dialogue but just use it as it is.

### **1.5.2. The criteria for a good dialogue for teaching purposes.**

Mc CREADY (1975) states that the good teaching dialogue is defined as one which

- Contains from three to ten exchanges. It is long enough to develop a believable conversation, and short enough for the average students to memorize.
- Limits any one utterance to a length the students is capable of producing with fair success after hearing it twice. This may be as few as five syllables per utterance for beginning students.
- Adequately illustrates new grammar or vocabulary of the lesson strictly controls the number of new items presented.
- Represents a natural interchange which could take place between native speakers of English.
- Takes into consideration, in content and style, the age and interests of the students.

DOBSON (1975) affirms that a good dialogue is always tailored to fit nicely into a particular proficiency level (elementary, intermediate, or advanced). Furthermore, it has enough content, in terms of either grammar or subject matter, to permit it to tie in closely with the other material in the lesson. In addition to these she pointed out ten criteria that are essential when building a dialogue for teaching purposes. It can be concluded that these criteria can be put into three main groups; the form of the dialogue, the content of the dialogue and the applicability of the dialogue in the classroom.

According to ZHANG (2009), a good dialogue for teaching purposes should contain realistic stories. He says “the students can be indulged in an activity in which they can read and act. The activity is designed to let students act out a story they read. This should be presented through dialogues, so abstract stories are not suitable.”

A good dialogue for teaching purposes is a dialogue which can help learners focus on related structures. Thus, the teacher begins slowly by asking the students to substitute or paraphrase shorter forms and end the activities by having the students produce more extended dialogues. (KENNETH 2013).

### **1.5.2.1 The form of the dialogue.**

According to Mc CREADY (1975) the form of a good dialogue for teaching purposes includes four criteria such as memorization, brevity, balance and final line. The following subsection will highlight each criteria.

#### **a- Memorization**

With dialogues it is easy for the learner to remember vocabulary items and its meaning when they are used in contexts.

Still another outstanding feature of dialogues is that it is more easily memorized than most other types of language material. The compact form of the dialogue tends to make it stick in the reader’s mind more readily than, say, a paragraph from a reading passages or a series of unrelated sentences. Sometimes, after the course, the learners still repeat the sentences from the dialogue they have studied in class outside the classroom, with the right intonation and rhythm. Thus a dialogue for teaching purposes should be easy to remember for the students.

#### **b- Brevity.**

Let us consider the question of length. Many dialogues in textbooks are too long to be real pedagogical dialogues. They sometimes fill an entire page, or stretch into two or three pages, too much length for a teacher to handle conveniently or for learners to memorize readily. As we are concerned with dialogues for speaking, the dialogue must not be too short either. The activities which accompany the dialogue normally depend on the length of it. Also if the dialogue is too long to the learners, they show little interest in it.

**c- Balance:**

Besides the length, a good dialogue must be contrasted in such a way that the speakers' parts are balanced. In other words, one of the speakers does not do most of the talking while the other speaker utters only "Yes" or "No" or a few rejoinders. The dialogue below provides an example of one in which each speaker has ample opportunity to express himself.

*Connie:* That's a beautiful cat. I wonder who it belongs to.

*Gary:* It belongs to the Browns. They live across the street from us. They have three cats, two dogs, and a canary.

*Connie:* They certainly must like pets. But how do all of these animals get along with each other?

*Gary:* Don't ask me. Ask the Browns!

Source: DOBSON (1975)

**d- Final line or "curtain line".**

Another important feature of a dialogue for teaching purposes is the ending. Good writers try to close each dialogue with a strong final line that signals a realistic stopping point in the conversation. It is often difficult to create such a line because dialogues are so short. Nevertheless, it is essential to do so in order to "wrap up" the dialogue and make it a compact unit. It is worth mentioning that the first dialogue below has no suitable closing, or "curtain line". This leaves the dialogue open-ended and somewhat weak as a conversational unit.

**Example**

**Original version.**

*Patty:* How old are you?

*Susan:* Nine, but I'll be ten on May fourteenth.

*Patty:* I'm older than you! I'll be ten on May sixteenth.

*Susan:* Are you going to have a birthday party?

*Patty:* I don't know.

**Remark:** Here, the answer of Patty "I don't know" at the end of the dialogue is not a strong curtain line.

Source: DOBSON (1975)

### **1.5.2.2 The content of the dialogue.**

On the content of a good dialogue for teaching purposes, we have six criteria. They are: punctuation, pronunciation and grammar, structure, vocabulary, naturalness and motivating content.

#### **a- Punctuation.**

"The social aspect of the dialogue makes it a natural milieu for the various pause words, rejoinders, and interjections that speakers of a language sprinkle throughout their speech. Speakers of English, for example, often inject a "well" or an "Hmmm" while they pause to gather their thoughts or to survey a situation. A pronouncement by one speaker may elicit from another rejoinder such as "Really" or "I see". An emotional circumstance may cause a speaker is English to utter an "Oh!" for surprise, and "Ouch" for pain, or "Whoops" if something is dropped or broken." RABIA (2010)

It is clear that a dialogue is important for learners of any language to recognize and use such pause words as rejoinders and interjections correctly. Apart from this, a dialogue is also helpful as it can show the students which kinds of speakers use certain rejoinders and interjections in the language. There are for instance, some exclamations or expressions that every speaker of the language may use. Other expressions are used only by men, or only women, or by children. The following dialogue illustrates an English interjection- "Eeek!" – common only to women.

*John:* Look! There's a mouse.

*Mary:* Where? I don't see it.

*John:* It's under those rocks...oh, now it's next to the tree.

*Mary:* Eeek! It's coming toward me!

*John: Don't worry! It'll run away.*

Source: DOBSON (1975)

In English, women may exclaim "Eeek!" when they are frightened or startled by something, but men as a rule do not use this interjection. Students of English must learn this distinction. Dialogues with better use of such expressions are suitable for teaching use.

#### **b- Pronunciation and grammar.**

Dialogues offer excellent practice material in the pronunciation of vowels and consonants, the rendering of rhythm, stress, intonation, and juncture, and the use of various grammatical patterns. Take the matter of grammar, for instance. Some dialogues are specially formulated to present a specific grammar point structures, such as present perfect tense or comparative forms of adjectives. But all dialogues model grammatical structures, and in so doing they provide ready-made phrases and sentences that the learner can practice again and again as he seeks to build his own grammar base. RABIA (2010)

#### **c- Structure.**

Structure in a given dialogue should not be too complex to learners. If they found long sentences including more than two subordinates, learners would find the dialogue difficult. So, the level of difficulty of the dialogue may depend on the structure or the grammar points in it. To help the teacher know the level of the students he/she can have a look at the students' previous year-copy book, marks, and especially the preceding class syllabus. In that way the teacher is not supposing their level but analyzing in order to provide them with appropriate dialogue for both teaching and testing.

#### **e- Vocabulary.**

The dialogue is an excellent vehicle for mastering vocabulary. A word or idiom in any language is best learned in context, since parts of a sentence that occur just before and after a vocabulary item determine its exact meaning. BROOK (quoted in TOTOZAFY (2001)), in his book *Language and Languages learning: Theory and Practice*, praises this feature of dialogues. He says, "All that is learned is meaningful, and what is learned in one part of a dialogue often makes meaning clear in another".

## **f- Naturalness**

The three criteria we have considered- brevity, balance, and a strong final line- are essential but yet it fails the learner because it does not reflect natural English speech.

One of the commonest problems of “unnatural” dialogues is that they do not contain any contractions- even though educated native speakers of English constantly use contractions as *I'm, can't, she'll, and they've*. Another problem-not as common but far more serious- occurs when dialogue writers mix style levels (formal and informal speech) to such an extent that the conversations become parodies of speech. Here is an example of such as dialogue:

Karen: I am very cold. I thought it was supposed to become warmer.

Ed: Yeah, I thought it was supposed to get warmer, too. That is what the weatherman said, if I am not mistaken.

Karen: It must be the wind that makes it so cold. I am so cold that I feel like I am freezing.

Ed: I am cold, too. Shall we go inside?

Karen: O.K. It is not very pleasant to stand out here, even if the sun is shining.

Notice how unnatural the speech is; how stilled parts of it sound. If the same dialogue is written to conform to one style level suitable to the situation, it becomes natural.

Karen: Brrr I'm cold. I thought it was supposed to become warmer.

Ed: Yeah, I thought so, too. That's what the weatherman said, if I'm not mistaken.

Karen: It must be the wind that makes it so cold. I'm freezing!

Ed: Me, too. Let's go inside.

Karen: O.K. It's not very pleasant to stand out here, even if the sun is shining.

Source: DOBSON (1975)

The second version is informal in style and it all hangs together. *Brrr* is an informal English interjection used by both men and women when they feel cold. Words like *Yeah* and *O.K.*, and phrases like *Me, too*, are all informal expressions appropriately placed in informal contexts. What we have, then, is a dialogue that stimulates natural English in an informal situation. We

could, of course, also write dialogues to stimulate natural speech in a formal situation. But the point is that a dialogue must not include language that is artificial in any way. It must reflect natural speech, whatever the style level may be. Otherwise, it will do the students the disservice of teaching them unnatural English.

**g- Motivating content.**

Finding its origin in the Latin word “*motivus*” which means “*motio*” or “*movement*” linked to what really “*makes us tick*” or “*what really drives us*”, the term “*motivation*” can be defined in different ways.

Researchers have tried to find an appropriate definition to the word ever since. If the psychological study of motivation was long dominated by the concept of “*drive*”, in the ordinary language, it is referred to the word “*incentive*”, defined in the Oxford Advanced Learner’s Dictionary of Current English (HORNBY 1988) as: “*that which incites causes or encourages a person to act or that which gives us a desire to work hard*”.

Similarly, WILLIAMS and BURDEN (1997:111) define it as “*a blanket term to signify that someone has a general disposition to learn, such as when we say “he is motivated” or “she has a lot of motivation”*”. They also explain that the word motivation is only meaningful when associated with a particular action.

In other words, motivation like reflexes is a prerequisite for any human movement or behavior (HULL & THORNDIBE, cited in WEINER (1972a)). Motivation drives to a voluntary action and here, the subject acts for a particular purpose, i.e., in order to meet a need.

If we consider these definitions and adapt them to this research, we know that the particular action that we want the learner to exercise is “*to listen or to read the dialogue*”. This first action will be followed by “*the students’ willingness to understand the dialogue and then end with their willingness to play it by themselves*”. Pupils like to be in contact with materials the content of which appeals to them; dialogues that respond to their need. It is of great importance to bear in mind that motivation is acquired before reading and during the reading activity. If the student is attracted by the form of the reading material at a glance he is motivated to read the content and the content, in its turn, may encourage him to go on reading or not. If the dialogue does not offer any interest for him, he will probably lose his motivation.

Thus we can conclude that the dialogue-content must be motivating to students for a good speaking performance to occur.

But what actually motivate the learners? Adults and young learners are looking for the same interest when learning. They want to learn but in addition to that, they like having fun, laughing also. RANDRIANANDRAINNY (2008) states that laughter plays an important role in relationships. She affirms also that organizations where work becomes fun are more productive as the importance of fun and a high level of energy can make a significant difference. In order to create a good atmosphere in class and to have productive learners, the teacher then can give his students dialogues from which they can have fun. It is advantageous for the teacher as for learning purpose to build and use a dialogue that contains a story or a situation that makes the students laugh. Not only does it increase the learners' motivation but also it gets them closer to each other.

### **1.5.2.3 The applicability of the dialogue in the classroom.**

“A dialogue fulfills a whole range of functions in the classroom language. It presents cultural insights, makes the language come alive, models pronunciation and grammar, clarifies meaning, and encloses all this in a readily memorized package. But we must keep one point in mind: the dialogue has its greatest potential in teen-age and adult classes. While the use of puppets or pictures in the presentation of a dialogue may engage a young child's attention and interest, he tends to resist the more formalized kind of learning that the dialogue requires”. The older learner, on the other hand, is confident, when saying dialogue lines, that he is speaking the language correctly. This is essential to the older student, who wants to approximate the expressions used by native speakers of the language as closely as possible.”  
Mc CREADY (1975)

In addition to these, according to VINEY, CAWOOD and DUCKWORTH (1985), the following also are necessary to the success of the use of dialogues in class:

- Reading aloud is used for the learners to learn the pronunciations and stresses. The teacher should model and read the dialogue first, then the students read the dialogue altogether in order to prepare them for individual reading, and finally some students volunteered or are designed to perform it according to number of protagonists indulged.

- Silent reading is essential for a reading comprehension.1) It encourages students to deduce meaning. 2) it trains the students to read rapidly for general gist 3) it reinforces material which has already been heard and practiced.4) it prepares the way for further practice, such as questions work and reproduction.

Students should be encouraged to mark difficult words and to keep any queries until the end of the phase.

The following also are important to put in the lesson plan when using dialogues in class. ESLgold.com (2013).

➤ **Modeling**

Modeling is an excellent way to introduce a dialogue. Usually it involves students simply listening to the dialogue on tape or CD. Sometimes the dialogue can be performed by two native speakers. The purpose of the modeling is to develop students' listening skills and prepare them for the new phrases and vocabulary they might encounter.

➤ **Practice for Pronunciation**

This requires that students repeat the dialogue (in phrases) after the teacher/tape/CD. The teacher can listen and ask students individually or as a group to focus on particular sounds they need extra work on.

➤ **Use variety in teaching pronunciation**

It is important that pronunciation does not become monotonous and boring.

➤ **Paired Practice**

Allowing learners to practice the dialogue in pairs enables them to incorporate new words and phrases with the give and take of conversation.

### ➤ **Read, Look up and Say**

An effective method for teaching dialogues is the Read, Look up, and Say technique. This involves three parts.

- 1) The students simply read the dialogue aloud with a partner.
- 2) The students read the dialogue silently, pausing to look up and say each line in turns without referring to the written text.
- 3) The students turn papers over and repeat the dialogue as best as they can from memory. Encourage the remembering of concepts rather than memorization of lines.

#### **1.5.3. Reasons for using dialogues to deal with topics**

At first glance, the use of situational dialogues is appropriate to deal with topics as the aim is to train the learner to speak and to discuss in the language. The learner gets vocabulary easily and uses them in a particular situation. As a result, he just repeats and produces what he has learned when he is exposed to the same situation.

In addition to this, we want to explore the students' interest in topics to make them speak. Just by repeating dialogue statements we expose them to a situation in which they are at ease. Then, we encourage them to participate in a discussion during the production stage. As RANARIVELO (1997) states "psychologically speaking, discussion is an activity which interests and motivates pupils when they have opportunities to talk about a topic in which they hold interests or enthusiasm."

Furthermore, during our teaching practice on February 2010 at the Lycee Moderne Ampefiloha, Antananarivo, we could discover that the vocabulary and expressions used in dialogues are nearly used by the learners outside the classroom than those they have found in a text. This is due to the situation they had in class. These situations and contexts help them to memorize what has been learned. As a result, when they are faced with the same situation, they are tempted to use the expressions.

As a conclusion, we can say that the teaching of topics with dialogues is effective and suitable for the teaching of speaking.

## **CONCLUSION TO PART I.**

The first part of this study has tried to provide sample theories of speaking, topics, the communicative approach and the criteria of good dialogues for teaching purposes. The present work has not covered all the theories of speaking and dialogues but only the ones related to the topic of our study.

We have seen also that using a dialogue is not enough to reach the teaching objectives. It must be combined with other activities which are communicative and motivating. Also the dialogue must match well with themes that interest the learners.

Then, we can say that the use of dialogues in class encourages a learners-centered class when it is associated with communicative activities.

In addition to these, we have learned that teachers should be careful when choosing a dialogue to be used for each learners' proficiency level otherwise he cannot achieve the teaching objectives because the criteria of a good dialogue for teaching purposes are numerous.

# PART II

## **PART II: QUESTIONNAIRE AND CLASSROOM OBSERVATION.**

### **2.0 GENERALITIES**

In this second part, first, we are going to tell you the reason why we have chosen “classe de seconde” and what the characteristics of these classes are. Secondly, we are going to investigate and report what actually happens when teachers deal with topics and use dialogues in class. We carried out classroom observations in order to know and keep what is already good and also to learn from experienced teachers. And above all we want to see the reality and suggest better ways of dealing with dialogues in class. Thirdly, we are going to comment on the results of the questionnaire that we shared to public and private lycées concerning the teaching of speaking, topics and dialogues. Moreover, we will learn about the problems that they encounter when teaching. And finally, we will draw a conclusion that will be very useful to us in the third part of this research, in order to improve the teaching of speaking through topics.

### **2.1 FACTORS THAT AFFECT LEARNERS’ LEARNING.**

#### **2.1.1 Ages**

Learners in “classe de seconde” are all teenagers. They are aged from 13 to 15 years old. Only those who repeated the class exceed 15. On the whole, they are all young and strong.

#### **2.1.2 Level**

If we refer to the official syllabus used in the C.EG (Collège d’Enseignement Générale) we can see that they were given some bases on grammar and writing only. This means that they still belong to the beginners’ level. It is only from the “classe de seconde” that the syllabus encourages more communication. We can say also that the teachers in “Classe de seconde” need to use good strategies to make learners use and develop what they have already learned before.

#### **2.1.3 Attitude and behavior**

The following report about the learners’ attitude and behavior is the result of the interview we had with learners and teachers in “classe de seconde”.

Students in “classe de seconde” like to do things that interest them. They are not preoccupied by their future yet, they are enjoying life. The teenagers like to have fun and amusement with friends and groups, which is good to explore. They still need love, understanding and motivation to learn than frightening and order from the part of the teacher. In everything they like or love they give all their energy to do it. They like contradicting order and plans. They have no exact objective in life but they are ready to try anything to make it clearer. They want freedom though it is not the right time to think so.

#### **2.1.4 Reasons for teaching only “classe de seconde”**

First, learners in “classe de seconde” have no worry about the baccalaureate examination yet. They are still congratulating each other for the success they had in the BEPC examination. It is the right time to expose them to a more relaxing situation of learning. It is the same for the teachers; they have more time to teach and to explain than in “terminale” as in this level they rush to finish the syllabus before the baccalaureate examination.

Secondly, we have noticed that in première “serie C” and “serie D” some learners neglect English. The reason might be that they did not really know which “serie” to choose (literary or scientific). As a consequence, they may be wrong in their choice. That is why some learners have to do the baccalaureate three times. Many learners at this stage get discouraged, and then hate learning.

Third, we think that the “classe de seconde” is the very year learners choose between scientific and literary classes. It is fundamental to help them for the orientation because this one choice will be the basis of their university study. Even if the learners choose the scientific section it is the good time to tell them, they need to speak English in any field.

#### **2.1.5 Objectives of the teaching of speaking to “classe de seconde”**

As we have seen in the first part of this research the objective of the teaching of English in “Classe de seconde” gives more emphasis to communication. For any skills taught in that level the objective remains the same: communication.

For speaking the objective is to make audible message understandable to the learners so that they are able to:

- Answer and **react effectively in a body language** (physically) or **verbally** while listening or reading.
- **Take part in any discussion or conversation** conducted in English related to the themes treated in the syllabus.

**Source:** UERP Official syllabus.

We have drawn the following board to show the students' reaction when they really understand and speak English:

|   | <b>Physically (with body language)</b> | <b>Verbally</b>   |
|---|--|---|
| After reading/<br>listening to                  | Learners are                           | Learners are able to  |
| a joke  | laughing or giggling                   | <ul style="list-style-type: none"> <li>- Retell the joke</li> <li>- Make other people laugh</li> </ul>  |
| a story, a<br>dialogue, a text, a<br>newspaper. | Sad / happy/ frightened/ Warned.       | <ul style="list-style-type: none"> <li>- Retell the story or the information</li> <li>- express their feelings</li> <li>- Tell their personal point of view.</li> </ul> |

## **2.2 THE QUESTIONNAIRE**

Before analyzing the questionnaire it is better to cast a glance at the official syllabus used in "Classe de seconde" (Appendix N°01). This chart shows the parts of the syllabuses containing topics with the vocabulary area and structures corresponding to them. It is worth mentioning that we have designed the questionnaires related to the official syllabus.

### **2.2.1 The questionnaires for teachers.**

#### **2.2.1.1 The dispatching and collecting of the questionnaires for the teachers.**

We tried to dispatch as many questionnaires as possible. We shared them to teachers in Antananarivo, in the suburbs and in some provinces. When we arrived in these schools, sometimes it was the headmaster who received us and we left the questionnaires with him or

her, and sometimes we were suggested addressing directly the English coordinator in the school.

Concerning the collecting of the questionnaires, we had to come back many times to the same school. It happened to us to collect only one questionnaire at a time. On the whole we handed out 49 copies of questionnaire but only 26 of them have been returned. And we want to thank all the teachers who answered our questionnaire.

### 2.2.1.2 Results of the collected questionnaires.

| Name of the school            | Localisation | Number of the dispatched questionnaire | Number of the returned questionnaire | Percentage of the returned questionnaire | Percentage according to the total |
|-------------------------------|--------------|--|--------------------------------------|--|-----------------------------------|
| Lycée Moderne Ampefiloha      | Antananarivo | 07                                     | 05                                   | 71%                                      | 10,2%                             |
| Lycée Andoharanofotsy         | Antananarivo | 08                                     | 01                                   | 13%                                      | 2,04%                             |
| Lycée Nanisana                | Antananarivo | 06                                     | 03                                   | 50%                                      | 6,10%                             |
| Lycée Betafo                  | Betafo       | 01                                     | 01                                   | 100%                                     | 2,04%                             |
| Lycée Ambatolampy             | Anbatolampy  | 03                                     | 03                                   | 100%                                     | 6,10%                             |
| Lycée Sacré coeur             | Anbatolampy  | 03                                     | 02                                   | 67%                                      | 4,60%                             |
| Lycée Sandraval               | Anbatolampy  | 03                                     | 01                                   | 33%                                      | 2,04%                             |
| Lycée Jean Joseph Rabearivelo | Antananarivo | 08                                     | 05                                   | 63%                                      | 10,2%                             |
| Lycée ACCEM-Antananarivo.     | Antananarivo | 05                                     | 03                                   | 60%                                      | 6,10%                             |
| Lycée Philibert Tsiranana     | Majunga      | 03                                     | 01                                   | 33%                                      | 2,04%                             |
| Lycée Rabemananjara           | Tamatave     | 02                                     | 01                                   | 50%                                      | 2,04%                             |
|                               | <b>TOTAL</b> | <b>49</b>                              | <b>26</b>                            |  | <b>53,52%</b>                     |

### **2.2.1.3 The designing of the questionnaires**

Our target with the questionnaires is to know what teachers in secondary schools think about the teaching of topics and speaking, how they teach them and what their aims are, what problems they or the learners encounter. For these purposes, we contacted the teachers of English in the schools quoted above.

The questionnaire contains 14 questions; almost all of them are closed questions, that is, the teachers are given alternatives in the answer to the questions. Therefore, for each question, they have only to put a cross in a case near the answer that suits them. Our aim in designing such type of questions is to limit answers that the teacher may give so that there will not be too many varieties of answers. However, in each question we have added a choice “other answer” so that teachers can write their answer if it is other than the alternatives given.

The first two questions ask about the teacher’s degree and experience. The answers of these two questions will help us to understand why they use a certain method, the reason why they view the teaching as such.

The other questions are centered on the teaching of topics, speaking and dialogues, the use of integrated method and the communicative approach.

First, we have asked whether they use dialogue in class or not. For those who gave positive answers, we wanted to know how often they use a dialogue in class. We have also asked about the teacher’s view on the learners’ performance when they are asked to act out or to perform a dialogue in front of the class. Then, we have asked if they know why they get the results when the learners perform. As our aim is to incite the teachers to build and use dialogues in teaching we have asked them some questions about dialogue building too. We have asked them also to give the books or resources from which they take dialogues. Considering the teacher’s experience, it is possible that they want to point out something else apart from what we have asked them. At the end of the questionnaire we have given them the opportunity to give free suggestions or better ways on how to use dialogues in “class de seconde”. The aim of this last question is to find out and collect general points of view of teachers and to obtain some suggestions from them.

Secondly, we have asked the teachers’ aim in using the communicative approach in class.

Thirdly, we have asked the teachers if they integrate the teaching of topics with skills or language items. Then, we have asked them the reason why they teach them together.

In the questionnaire analysis we refer to the 26 teachers from which we have collected the questionnaire as the total; this number is used to represent 100%.

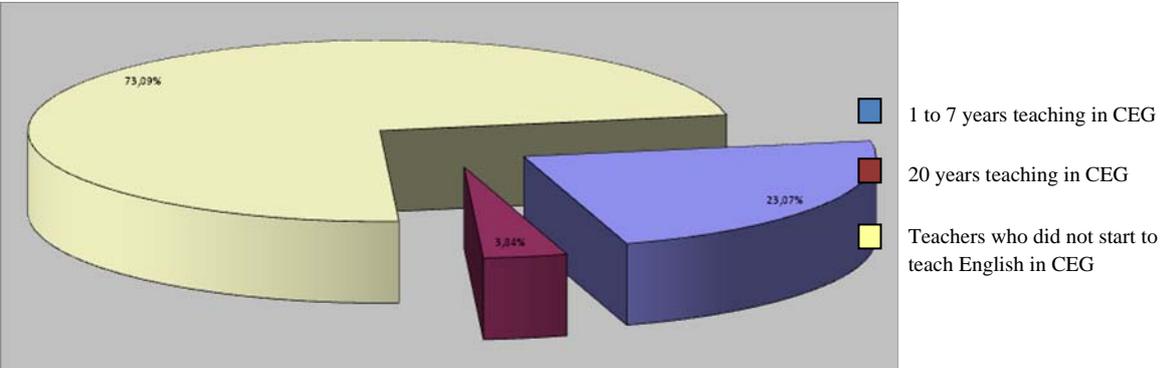
**2.2.1.4 Analysis of the results of the questionnaires**

**Question N°01: How long have you been teaching English?**

- .....years in CEG.
- .....years in Lycée.
- .....years in other types of school.
- .....other.

The objective of designing such a question is to know how far teacher’s experience can affect the teaching tendency. We want to know if there is any change or not in teaching method and pedagogy in Lycées due to teacher’s experience and generation.

a- Teacher’s experience in CEG:

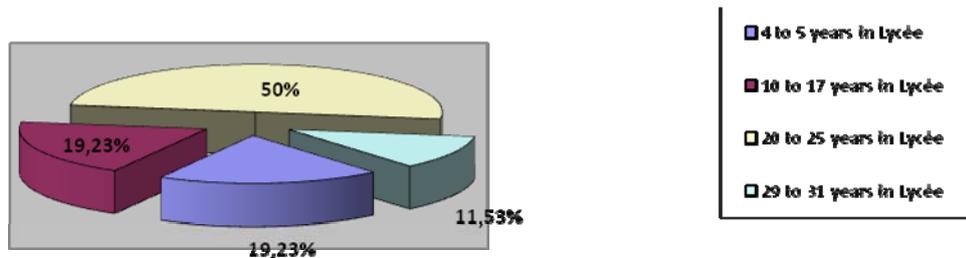


**Graph N°01**

07 teachers started to teach English at CEG, that is **26, 92%**. One teacher only has taught English for 20 years in CEG; that is 3, 84% of the teachers and 06 teachers; that is 23,07% of the teachers spend 1 to 7 years in CEG. Thus, 73, 09% of the teachers started teaching at Lycées.

We can say that  $\frac{1}{4}$  of the teachers in Lycées started to teach English in CEG. It means that teachers in CEG are motivated to learn and are willing to develop their knowledge of teaching strategy.

b - Teacher's experience in Lycées:



**Graph N°02**

05 teachers have spent 4 to 5 years in Lycée; that is 19, 23 % according to the total.

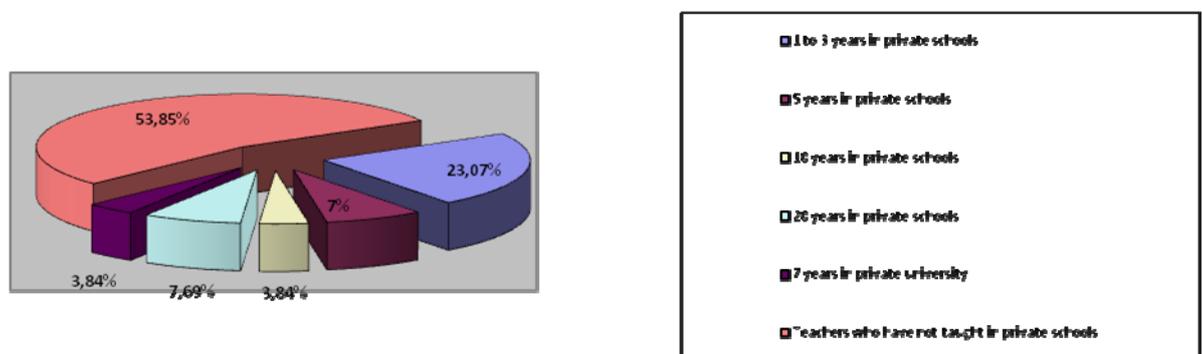
05 teachers have spent 10 to 17 years in Lycée; that is 19, 23 % according to the total.

13 teachers have spent 20 to 25 years in Lycée; that is 50% according to the total.

03 teachers have spent 29 to 31 years in Lycée; that is 11, 53 % according to the total.

If we consider the number of teachers who have taught English for more than 10 years in Lycées, that is 76, 92%, we can say that teachers of English in Lycées belong to an old generation.

c – Teacher's experience in private schools.



**Graph N°03**

12 teachers teach English in private schools; that is **46, 15%**

06 teachers; that is 23, 07%, have taught 1 to 3 years in private schools.

02 teachers; that is 7, 69%, have taught 5 years in private schools.

01 teacher; that is 3, 84 %, has taught 10 years in private schools.

02 teachers; that is 7, 69%, have taught 20 years in private schools.

01 teacher; that is 3, 84%, has taught 7 years in private University.

We can conclude that many Lycée teachers; that is 46, 15%, feel the need of extra money because the salary they earn may not be enough for them. In addition to this, we have learned that teachers in public schools are really considered in private schools because of their qualification and their experience. Thus, the know-how of the teachers in public Lycées can affect the result of the official exam of the whole nation. Finally, we could find that some teachers in public schools are willing to develop their knowledge and are able to give courses in Universities.

**Question N°02: What is your highest qualification?**

➤ **Put a cross (X) on every answer you choose.**

High school degree

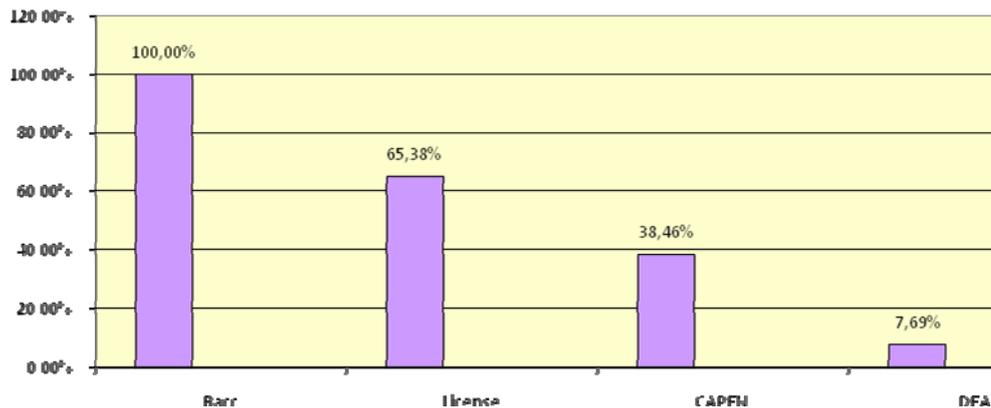
Baccalaureat..... ..

License.....

CAPEN.....

DEA.....

The objective in designing such a question is to know the proportion of teachers who followed full training about English teaching. Furthermore, we want to know the teacher's level and diploma as they teach English at Lycées.



**Graph N°04**

26 teachers; that is 100% have the baccalaureate.

17 teachers; that is 65, 38 % have License.

10 teachers; that is 38, 46 % have CAPEN.

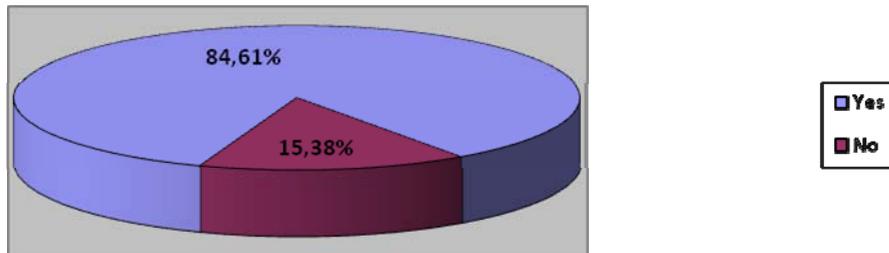
02 teachers; that is 7, 69 % have DEA.

We can say that many of the teachers in Lycées did not graduate from teachers' training schools. They have just followed some workshops or short training before they do the job. We have learned also that after the CAPEN or License, only few teachers in public schools continue their study.

**Question N°03: Do you use dialogues to teach topics in “Classe de seconde”?**

YES       NO

The objective is here to know whether the teachers use dialogues to teach topic or not. It can be said also that the answer to this question helped us to know if the teachers are familiar with the use of dialogue or not.



**Graph N°05**

Yes: 22; that is 84, 61% of the total.

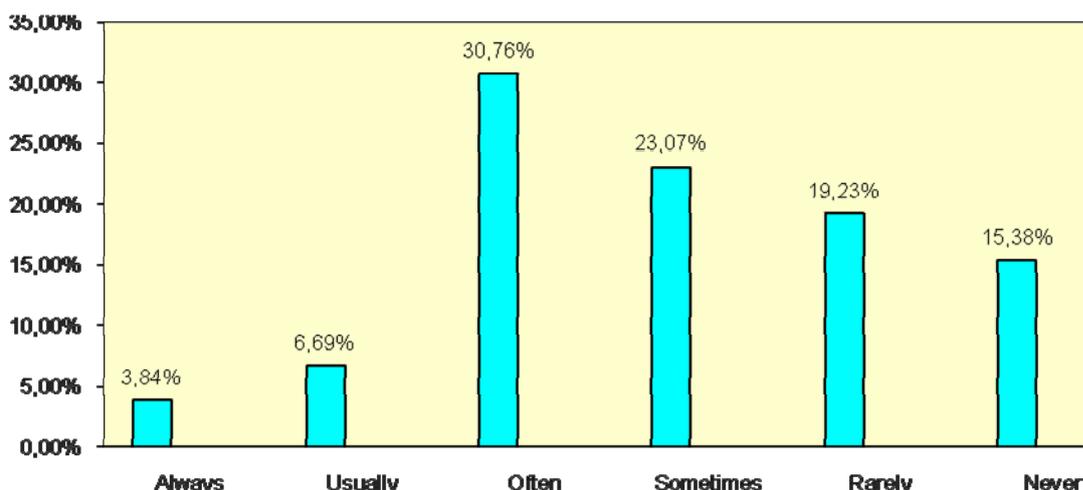
No: 04; that is 15, 38 % of the total.

We can conclude that many teachers; that is 84, 61%, affirm that they use dialogues to teach topics. This means that teachers are not really new to the use of dialogues to teach topics.

**a. How often do you use dialogues to teach topics in “classe de seconde”?**

*Always – Usually - Often - Sometimes - Rarely - Never.*

Again, the answer to this question helps us to know if teachers are familiar with the use of dialogues or not. Moreover, we want to know more exactly how often Lycée teachers use dialogues to teach topics.



**Graph N°06**

01 teacher only answers that she *Always* uses dialogues to teach topics; that represents 3, 84% of the total.

02 teachers answer that they *Usually* use dialogues to teach topics; that represents 6, 69 % of the total.

08 teachers answer that they *Often* use dialogues to teach topics; that represents 30, 76% of the total.

06 teachers answer that they *Sometimes* use dialogues to teach topics; that represents 23, 07 % of the total.

05 teachers answer that they *Rarely* use dialogues to teach topics; that represents 19, 23% of the total.

04 teachers *never* use dialogues to teach topics; that is 15, 38% according to the total.

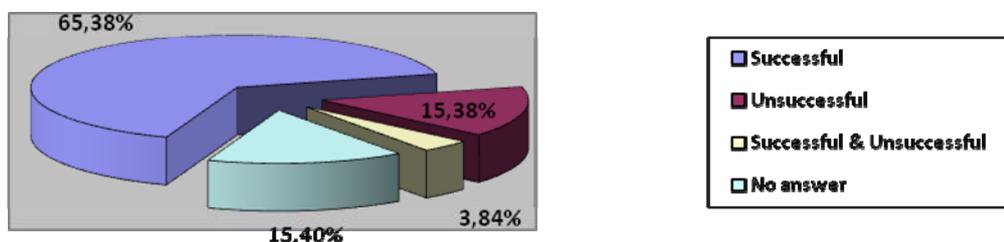
The questionnaire results show that a great proportion of teachers; that represent 30, 76 %, *often* use dialogues to teach topics. But we can also say that a considerable number of teachers are still reluctant to use dialogues to deal with topic, if we consider those who answered “*rarely*”, that is 19, 23% and those who answered “*never*” which correspond to 15, 38% of the total number.

**Question N°04: How do you find it?**

**-Successful.**

**-Unsuccessful.**

The objective is here to understand the effectiveness of the teaching of topics with dialogues in “classe de seconde”. In addition, we can analyze the teacher’s point of view about the use of dialogues to teach topic.



**Graph N°07**

17 teachers; that is 65, 38 %, find that using dialogues to teach topics is successful

04 unsuccessful; that is 15, 38%

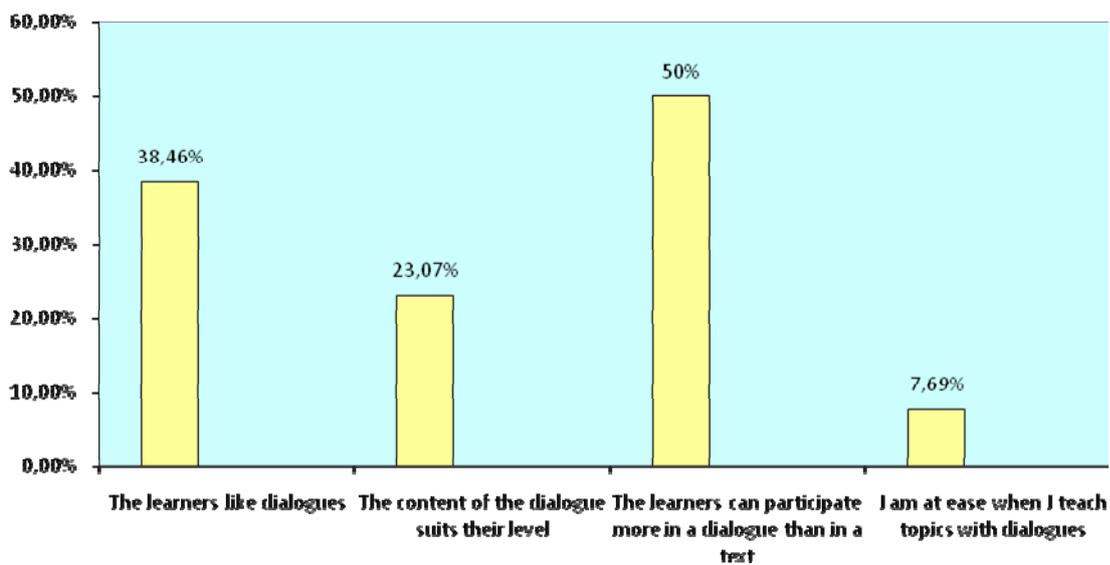
01 successful and unsuccessful; that is 3, 84%

More than half of the teachers; that is 65, 38%, affirm that using dialogues to teach topics is successful. Only 15, 38% of them state that it is unsuccessful. It can be said that the use of dialogues can be improved as many teachers already find its use successful. And if we consider the proportion of those who said that it is unsuccessful, that is 15, 38 %, we can say that not only will the present work help them to find the appropriate use of dialogues but also it will make them discover that the use of dialogues can be beneficial. A meager proportion of the teachers; that is 3, 84%, state that the use of dialogues with topics is at the same time “successful and unsuccessful”. This means that these later already know some good methods on how to use dialogues to deal with topics in class but may be they lack of self-confidence

and determination. In addition , this result show that the use of dialogue in class need some determination in order to obtain a better result.

The following two sub-questions are asked in order to understand the main problem the teachers encounter when teaching topics with dialogues. The results of them are very useful for us to design the suggestions in the third part of this work.

**a) Why is it successful?**



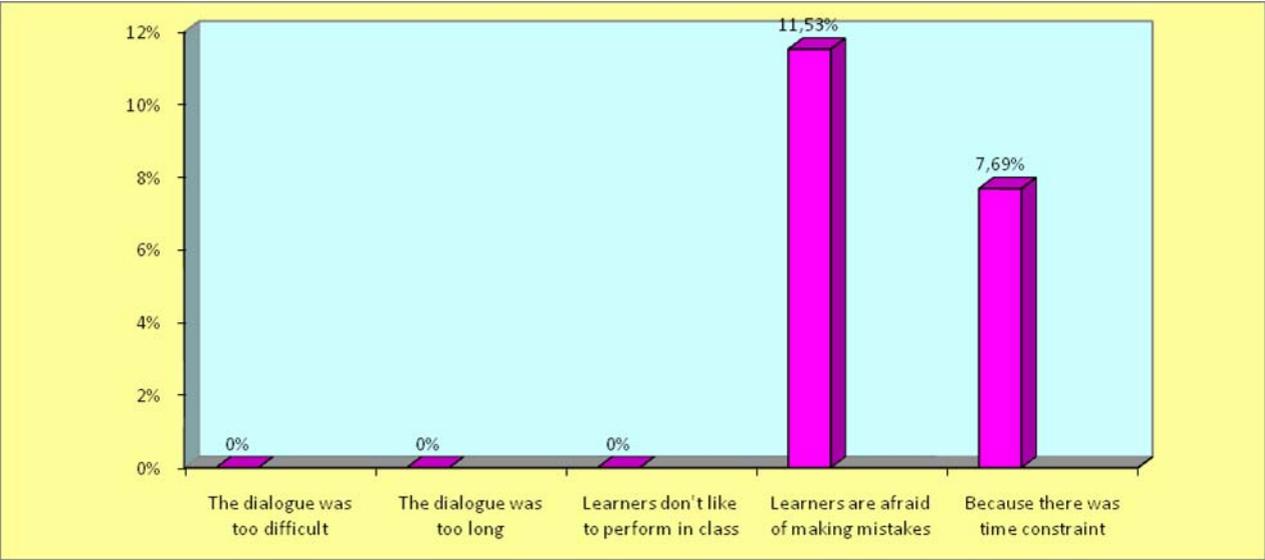
**Graph N°08**

- 10 teachers; that is 38, 46%, affirm that it is because the students like dialogues.
- 06 teachers; that is 23, 07%, affirm that the content of the dialogue suits the students' level.
- 13 teachers; that is 50%, affirm it is because of the fact that the students can participate more in a dialogue than in a text.
- 02 teachers; that is 7, 69%, state that they are at ease when they teach topics through dialogues.

The questionnaire results show that 50% of the teachers think that teaching topics with dialogues is successful because students can participate more in a dialogue than in a text. This result confirms the theory we quoted in t section of “The advantages of using a dialogues instead of texts when dealing with topics”, Section 1.4.5, Page 27, 28. the first part of the research. (We can see also that 38, 46% teachers affirm that learner’ motivations of their love toward dialogues bring the success in teaching topics with dialogues. The latter shows how close the learners’ motivation and teaching objectives are.

**b) Why isn’t it successful?**

- The dialogue was too difficult.
- The dialogue was too long.
- Learners don’t like to perform in class.
- Learners are afraid of making mistakes when they speak.
- Because there was time constraint



**Graph N°09**

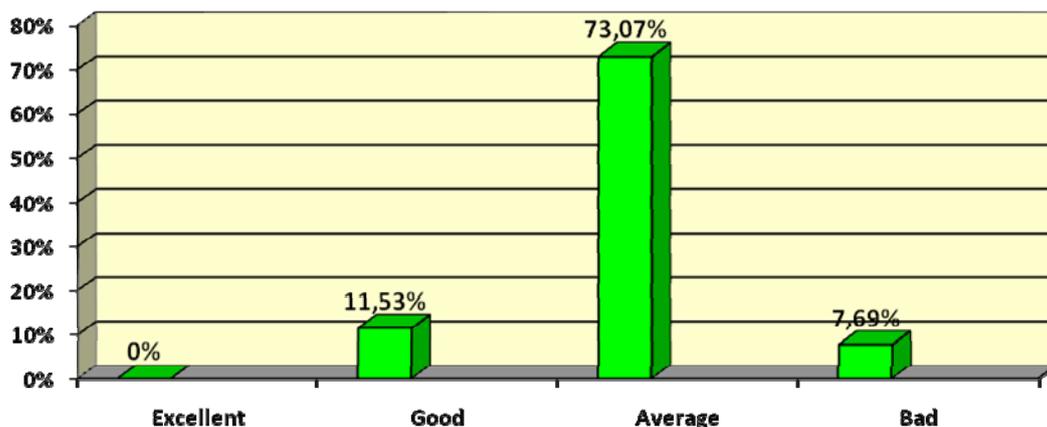
- 03 teachers; that is 11, 53% according to the total, think that using dialogues is not successful because students are afraid of making mistakes when they speak.
- 02 teachers; that is 7, 69% according to the total, state that that using dialogues is not successful because of time constraints.

It is important to say that to remedy the first problem, we think that it is always necessary for a teacher to reassure the learners before they answer a question or perform in front of their classmates. The assurance and guarantee from the teacher can decrease the learners' affective filter and so they can express easily and in a more relaxed way. As for the problem of time constraint, we will consider it in the designing of the suggestion.

We could also see that no teacher answered that the non-effectiveness of the use of dialogues in class is from them. No teacher affirms that it is because of the length of the dialogue or the difficult level of it. We can conclude then that, in reality all the teachers, from whom we received the answered questionnaire, know the right dialogue to use in "classe de seconde".

**Question N°05: If you ask the students to perform a dialogue, how do you find their performance?**

- Excellent.
- Good.
- Average.
- Bad



**Graph N°10**

- Nobody affirms that the learners' performance is excellent.
- 03 teachers; that is 11, 53% of the total find the learners' performance "Good".
- 19 teachers; that is 73, 07 % of the total find the learners' performance "Average".
- 02 teachers; that is 7, 69% of the total find the learners' performance "Bad".

The questionnaire result shows that a great proportion of the teachers; that is 73, 07%, find that learners' performance is average. It means that the learners' performance can be improved as it has already a certain level. As two teachers only state that the learners' performance is bad, we think that it will not be hard work to develop the learners' performance to get a better result.

**Question N°06: According to you, why do you get such results?**

We ask this sub-question because its result is important for us in designing the third part of this work. Here, we want to know the reason why the teachers affirm that learners are good, average or bad at performing dialogues.

➤ *Those who said "Good" state that it is because:*

- Dialogue is a very realistic method in teaching.
- When learners practice dialogue, they play at the same time
- It attracts more the students' attention

➤ *Those who said "Bad" state that it is because:*

- Learners are not motivated to learn English as their surroundings do not encourage them (their parents are peasants)
- Learners refuse to perform in front of their classmates.

➤ *Those who said "Average" state that it is because:*

- Of the learners' bad pronunciation. 03 teachers; that is 11, 53%, state this.
- Of the learners' level in English. 03 teachers; that is 11, 53% state this.
- Of the learners' lack of practice. 03 teachers; that is 11, 53%, state this.
- The learners do not use the language out of the classroom.
- The learners do not master the language.
- Learners' shyness.
- The learners are not used to dialogue performance in class.
- The learners are not very interested to learn English.

Some teachers mention that the students did not learn English seriously in 3ème as it is optional at the BEPC examination. Some teachers say that students did not have good English teachers in the CEG, however, the bases start from there.

To conclude, we can say that all these confirm that learning English, for Malagasy learners, is a continuity of study but not a credit to earn at a particular level. Also we could see that the learners' development in foreign language learning is not limited inside the classroom only; many facts can affect its improvement or decrease their level. It can be said also that unless teachers encourage the learners to participate and perform in class, they will never dare to do so.

**Question N°07: When you use dialogues in teaching, do you have or use special books?**

Here our aim is to know what didactic materials about dialogues are available and used by teachers of English in Lycées.

a- *Books that contain ready made dialogues.*

09 teachers out of 26 use "Situational dialogues (Michael Deckenden) that is 34, 61%

03 teachers New Cambridge English course students' book N°01. That is 11, 53%

02 teachers Functional English and self expression That is 7, 69%

- Follow me.
- Headway.
- Your way 2<sup>nd</sup>.
- Chanel.
- To start you talking.

b- 10 teachers; that is 38, 46% according to the total, state that they just refer to the official syllabus and build the dialogues by themselves.

We can say that the didactic materials that are available for teachers in Lycées about dialogues are meager and old. Moreover, we can see that none of the books are designed to fit the Malagasy Lycée official syllabus, though; the last change in the official syllabus gives more emphasis to communication. The 38, 46% who build their own dialogue show that many teachers are convinced that in some situation dialogue building is necessary in English teaching.

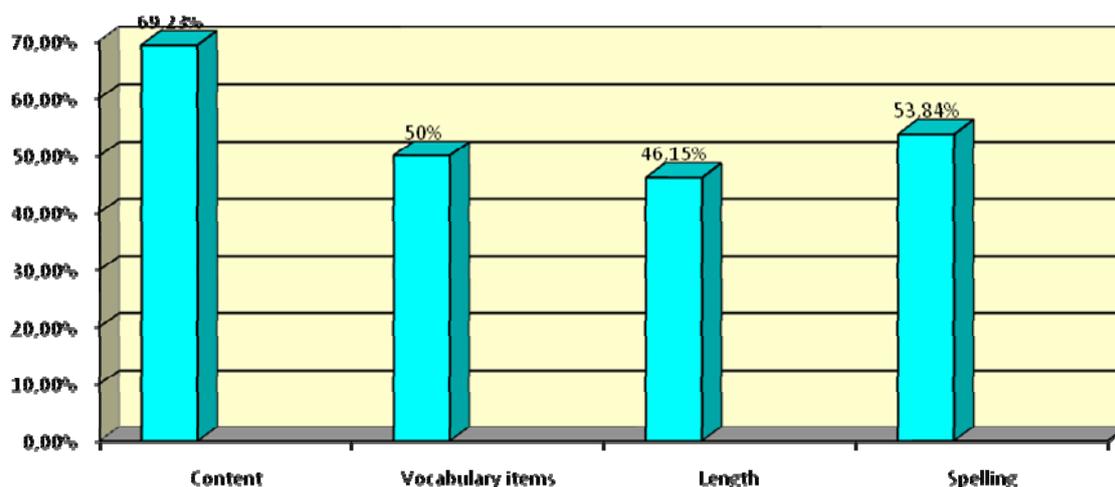
**Question N°08:**

**What should we consider the most when building a dialogue? (Theoretical side). Write numbers in the box according to your priority.**

The objective of this question is to know whether the teachers really know the criteria they should consider when choosing or designing dialogues in class or not. We use the following table to give evidence to the teacher's answers.

**Result**

|                      | <i>Number of teachers who classified it as Number 1</i> | <i>Number of teachers who classified it as Number two</i> | <i>Number of teachers who classified it as Number 3</i> | <i>Number of teachers who classified it as Number 4</i> |
|----------------------|---|---|---|---|
| The content          | <b><u>18</u></b>  | 4   | 2   | 0   |
| The length           | 0   | 2   | <b><u>12</u></b>  | 9   |
| The vocabulary items | 6   | <b><u>13</u></b>  | 5   | 0   |
| The spelling         | 1   | 4   | 4   | <b><u>14</u></b>  |



### **Graph N°11**

As we want to draw a general conclusion to the teachers' answers, we took only the greatest number in each line and column.

- 18 teachers; that is 69, 23% of the total, agree that in choosing or designing a dialogue the content is the most important.
- 13 teachers; that is 50% of the total, agree that in choosing or designing a dialogue the vocabulary items are the second thing to mind about.
- 12 teachers; that is 46, 15% of the total, agree that in choosing or designing a dialogue the length is the third thing to mind about.
- 14 teachers; that is 53, 84% of the total, agree that in choosing or designing a dialogue the spelling is the last thing to mind about.

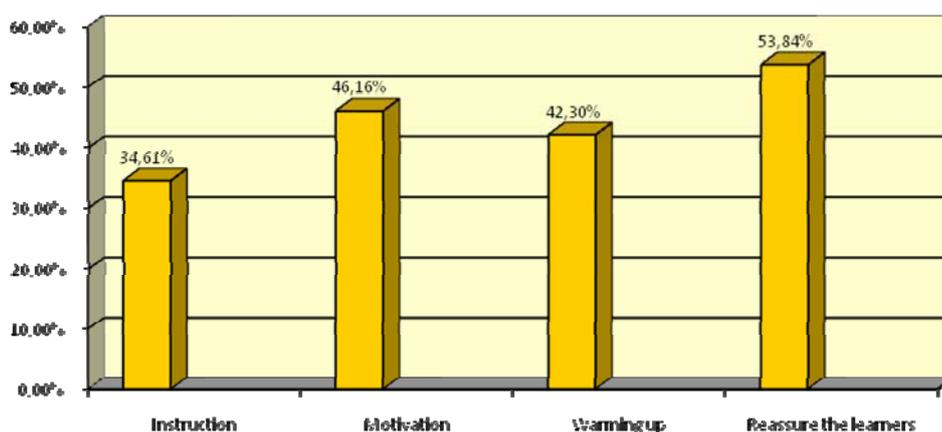
Considering what we wrote in the theoretical part of this research, we think that this result shows that most of the teachers are already equipped with some basic theoretical considerations that should be considered when designing or choosing dialogues for teaching purposes.

**Question N°09: What should be considered when using a dialogue in class? (Practical side). Write numbers in the box according to your priority.**

In the previous question we investigated into the theoretical considerations, here, our objective is to know whether the teachers really know what they should mind on the practical use of dialogues once they use it in class or not. We use the following table to show the teacher's answers.

## Result

|  | <i>Number of teachers who classified it as Number 1</i> | <i>Number of teachers who classified it as Number two</i> | <i>Number of teachers who classified it as Number 3</i> | <i>Number of teachers who classified it as Number 4</i> |
|--|---|---|---|---|
| The learners need motivation to make them participate.                     | <b>7</b>  | <b>2</b>  | <b>4</b>  | <b>2</b>  |
| The teacher needs to reassure them in order to have volunteers.            | <b>0</b>  | <b>7</b>  | <b>4</b>  | <b><u>12</u></b>  |
| The class needs <u>warming up</u> activities all along the course.         | <b>2</b>  | <b>1</b>  | <b><u>11</u></b>  | <b>8</b>  |
| The instructions must be clear so that they know what is required of them. | <b><u>14</u></b>  | <b>5</b>  | <b>3</b>  | <b>0</b>  |



**Graph N°12**

As stated above, as we want to draw a general conclusion about the teachers' answers, we took only the greatest number in each line and column.

- 9 teachers; that is 34, 61% of the total, agree that when using a dialogue in class the most important thing to mind about is the instructions; it must be clear so that they know what is required from them.
- 12 teachers; that is 46, 16% of the total, agree that when using a dialogue in class the second thing to mind about is the learners' need motivation in order to make them participate.
- 11 teachers; that is 42, 30% of the total, agree that when using a dialogue in class the third thing to mind about is the warming up activities that will keep the learners concentrated all along the course.
- 14 teachers; that is 53, 84% of the total, agree that when using a dialogue in class the fourth thing to mind about is the teacher's assurance in order to have the student volunteered.

We can conclude that most of the teachers know what is important when using dialogues in class. Nevertheless, we cannot neglect the number of teachers who did not agree with the majority. We think that the present research will bring more clarification about the practical use of dialogues. Because more than a half of the teachers; that is 53, 84%, agree that when using a dialogue in class the teacher needs to reassure the learners we think that it is crucial to earn the learners' self confidence and willingness to learn before starting to teach.

**Question N°10: Considering your experience, can you suggest best ways or remarks on how to use dialogues to teach English in “Classe de seconde”?**

This last question aims at collecting any suggestion from experienced teachers. Also, as the teachers are free to give whatever suggestion they find efficient, it helps us to know what they really do when they teach and when no one observes them.

- To provide each school with a laboratory “for expression oral”. Give the students opportunity to listen to native speakers. (07 teachers; that is 26, 92 %, said this).
- Avoid long dialogues. (05 teachers; that is 19, 23 %, said this).
- Better and safer to use ready made dialogues.(03 teachers; that is 11, 53%, said this).
- Make the learners build the dialogue by themselves.
- Make the learners participate and have volunteers.

- Adapt the dialogue down to the students' level.
- Motivate the learners
- Use "Erasing system" to help the learners to know the dialogue by heart.
- Get the learners act out the dialogue.

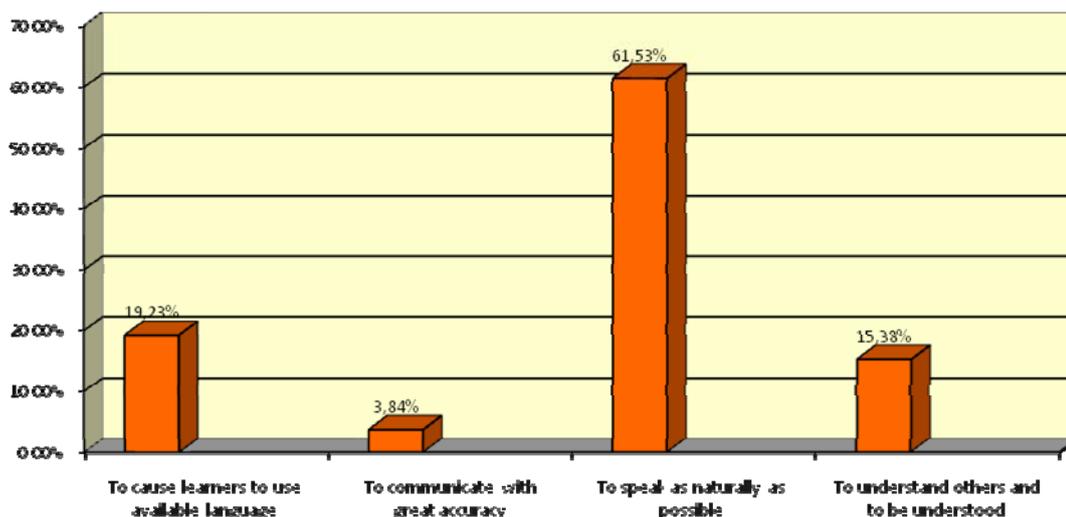
We are sorry to recognize that even with the technology progress nowadays, English teachers still ask for laboratory "for expression oral". We agree with the 26, 92 % of teachers who state that learners need to listen to native speakers by means of cassette or CD. Unfortunately and despite the teachers' willingness to do their work properly, we have noticed during our pedagogical training and the sharing of questionnaire that no tape or CD player was available at school.

Concerning the teachers' advice, we are going to analyze and include them in the present research according to our objectives.

**Question N°11: According to you, the communicative activities are used:**

- To cause students to communicate by using the available language.
- To make students communicate with great accuracy.
- To speak as naturally as possible
- To understand others and to be understood.

The objective of designing such a question is to know the teacher's aim in using communicative activities.



**Graph N°13**

- 5 teachers; that is 19, 23% of the total, think that they use communicative activities in order to cause learners to communicate by using the available language.
- 1 teacher; that is 3, 84 % of the total, think that they use communicative activities in order to make learners communicate with great accuracy.
- 16 teachers; that is 61, 53% of the total, think that they use communicative activities in order to speak as naturally as possible.
- 4 teachers; that is 15, 38% of the total, think that they use communicative activities in order to understand others and to be understood.

It could be said that even though teachers spend much time in teaching grammar and pronunciation, to make students speak accurately, it is of little importance to them. What matters is that learners will speak by using the few expressions and vocabulary items that they have.

It is worth mentioning that the reason why teachers were not really concerned with the learners' speaking skill is that speaking is not tested in official examinations.

### **2.2.3 The questionnaire to learners**

Though we did not have time to ask all the second class learners all over Madagascar we have chosen three Lycees from different places to carry out our data collection. Thus, we have

chosen one Lycee in the town, one Lycee in the suburbs and one in the province. We have chosen these three classes in different regions in order to find out if there are varieties of answers.

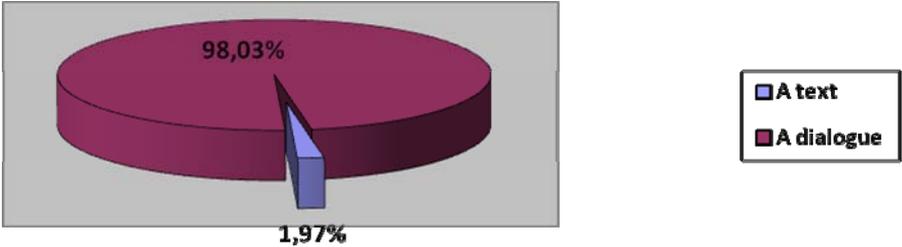
| Name of the Lycée                          | Class             | Number of learners  |
|--|-------------------|---------------------|
| Lycée Moderne Ampefiloha<br>(Antananarivo) | 2 <sup>nd</sup> 3 | 50 learners         |
| Lycée Ambatolampy<br>(Antananarivo)        | 2 <sup>nd</sup> 2 | 54 learners         |
| Lycée Philibert Tsiranana<br>(Majunga.)    | 2 <sup>nd</sup> 1 | 49 learners         |
| <b>TOTAL</b>                               |                   | <b>153 learners</b> |

**2.2.3.1 Results and comments on the questionnaires for students.**

**Question N°01 to students: When your teacher teaches topics (ex: sports, environment, fashion) which do you prefer?**

➤ Put a cross (X) on every answer you choose.

- dialogues  or - texts



**Graph N°14**

03 students; hat is 1, 97% of the learners prefer texts.

150 students; that is 98, 03% of the learners prefer dialogues.

We can say that dialogues motivate the learners more than texts when dealing with topics.

**Sub-question “A” to question question N°01.**

**If you choose dialogues**

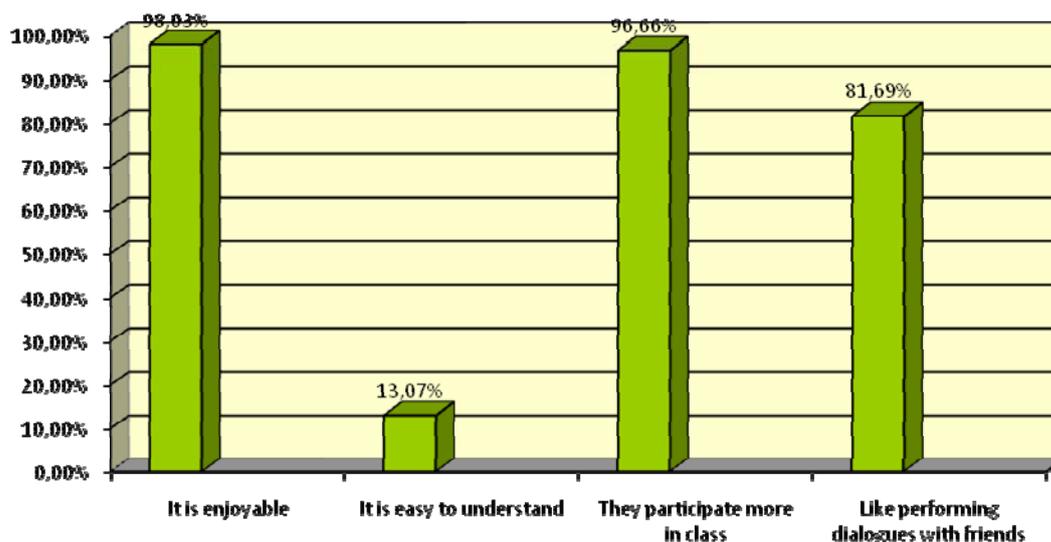
| <b><u>Why do you prefer dialogues?</u></b>  | <b><u>Why don't you like texts?</u></b>  |
|---|--|
| They are enjoyable.<br>They are easy to understand<br>I like to participate in class.<br>I like performing it with my friend. | They are too difficult.<br>I don't like reading long texts.<br>Texts are more boring than dialogues. |

**Sub-question “B” to question question N01**

**If you choose texts**

| <b><u>Why do you prefer texts?</u></b>   | <b><u>Why don't you like dialogues?</u></b>  |
|--|--|
| They are enjoyable<br>They are easy to understand<br>I like doing the exercises alone. | They are too difficult<br>I don't like to perform in class.<br>I am afraid of making mistakes when I speak.<br>The dialogue is too long. |

For those who choose dialogues, these are the results of the reasons why they prefer them.



**Graph N°15**

- 150 learners; that is 98, 03% choose dialogues because they think “It is enjoyable.”

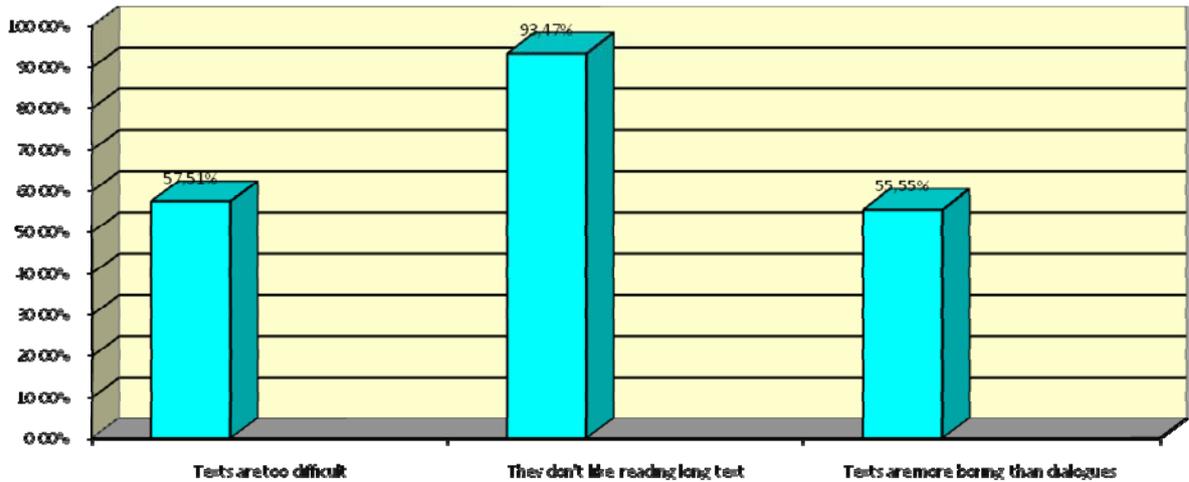
- 20 learners; that is 13, 07% of them choose dialogues because they think “It is easy to understand.”

- 147 learners; that is 96, 66% of them choose dialogues because they “with it, they participate more in class.”

-125 learners; that is 81, 69% of them choose dialogues because they “like performing it with your friend.”

If we refer to 98, 3%, who find that dialogues are enjoyable. We can say that dialogues really motivate learners. In addition, here we can see that the students like to participate and perform in class, and this, contrary to what some teachers say. Thus, we can conclude that if the students do not participate or refuse to perform in class, it is not because they do not want to but because they do not understand the instructions or the activity does not motivate them.

Here are the results of why the learners do not like text:

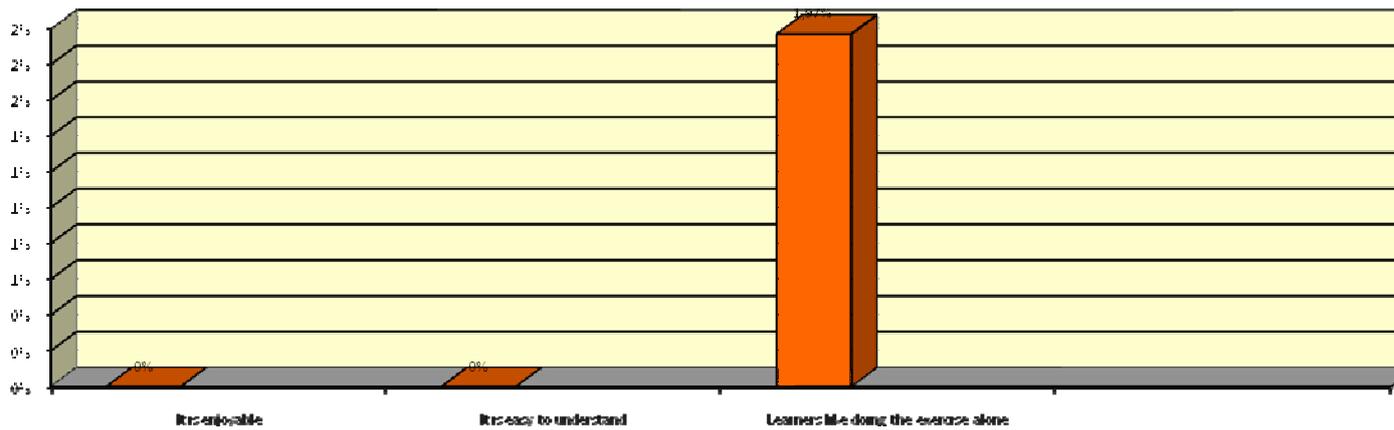


**Graph N°16**

- 88 learners; that is 57, 51% find that “text is too difficult.”
- 143 learners; students; that is 93, 47%, state that “they don’t like reading long text.”
- 85 learners; that is 55, 55% of the students find that “a text is more boring than a dialogue.”

We can conclude that the form of texts do not attract nor motivate the students. In addition, it is worth mentioning that the learners’ first impression may affect their attitude during the whole course. For example, the fact that they find texts boring may prevent them from enjoying a humorous text.

For those who chose texts, these are the results of the reason why they prefer it.

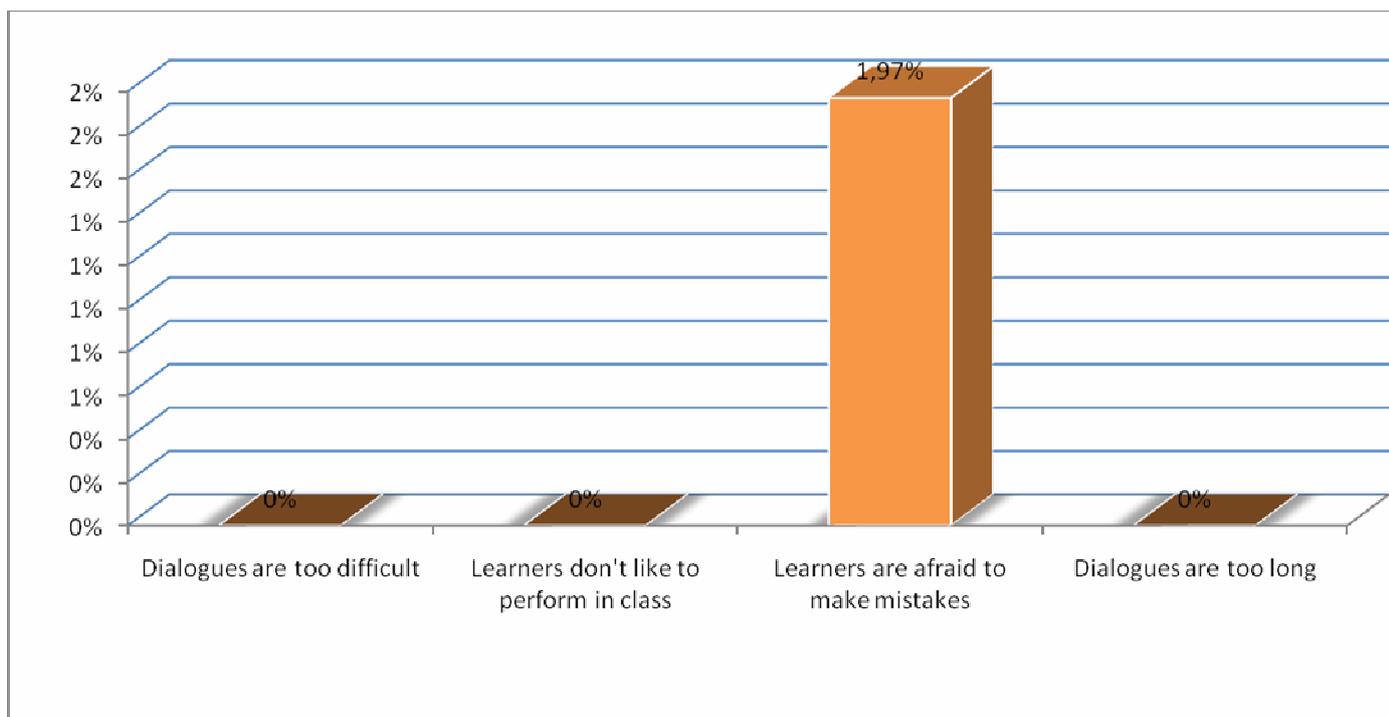


**Graph N°17**

- 0 % chooses text because they think “it is enjoyable”
- 0 % chooses text because they think “it is easy to understand.”
- 03 learners that is 1, 97% choose text because they “like doing the exercise alone.”

We can say that only few learners choose text. Here, we can learn that the reason why they prefer texts to dialogue is the fear of working in pairs or in groups. We think that this fear took place because of the learners’ difference in level. Some may have a complex of superiority and some may have a complex of inferiority.

Here are the results of why the students do not like dialogues:



**Graph N°18**

- 0 % chooses text because they think that “dialogues are too difficult.”
- 0% that of the learners choose text because they “don’t like to perform in class.”
- 03 learners; that is 1, 97%, are “afraid of making mistakes when they speak.”
- 0% of the learners find that “dialogues are too long.”

The reason why students do not like dialogues is the fear of making mistake. As nobody said that their teachers are severe, we think that the learners’ fear, then, does not come from the teacher but from the students themselves. Maybe, they fear of making mistakes because when they do so the other learners laugh at them. Nevertheless, we think that the teacher can prevent such behavior to happen as he can reassure the performers and can warn the listeners not to laugh at the performers.

**Question to students N°02: Do you like speaking English?**

YES  NO

- 100% of the learners like speaking English.
- 0% of the learners do not like speaking English.
- Nobody dares to say that they do not, like English

**Sub-question “A” to question N°02.**

## IF YES

### Why do you like speaking English?

I need it to communicate

I just like to speak English

The teacher motivates me to learn.

It is the most spoken language all over the world.

## IF NO

### Why don't you like speaking English?

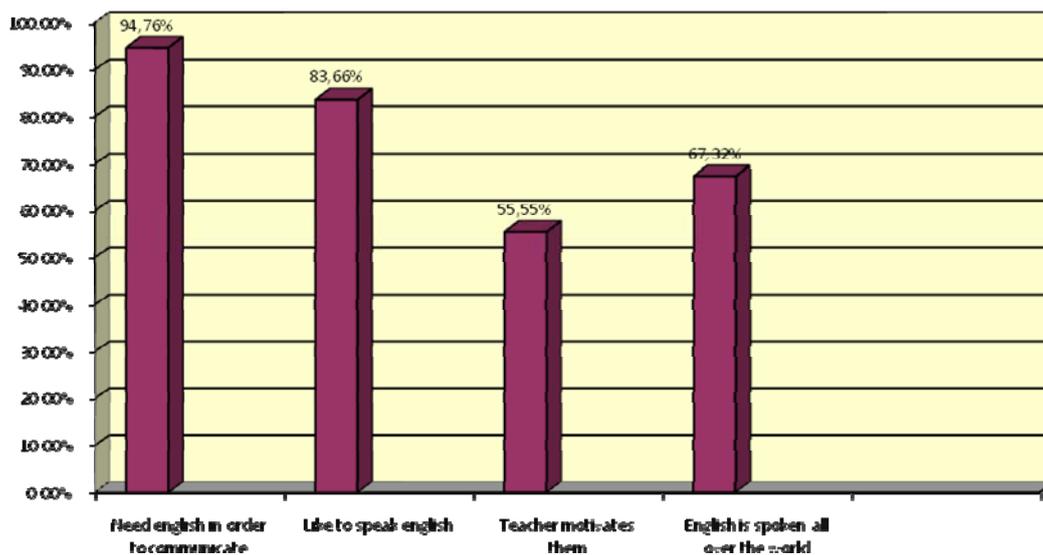
I don't need it in my future.

I don't know for what reason I should learn it.

The teacher does not motivate me.

I want to follow scientific studies.

These are the result of why the learners like to speak English.



Graph N°19

- 145 students; that is 94, 76% of the learners think that “they need English in order to communicate”.
- 128 students 83, 66% of the learners “just like to speak English”.85 learners that is 55, 55% of the learners find that their “teacher motivates them to learn English.”
- 103 learners; that is 67, 32% of the learners know that “English is the most spoken language all over the world.”

This result shows how important the English language is to the learners. All the learners like and want to speak it. Many of them acknowledge also that the English language is spoken all over the world. Nevertheless, we think that fewer learners than what we have expected know that English is the most spoken language all over the world.

## **2.3. CLASSROOM OBSERVATION.**

### **2.3.0 Introduction**

The following are just the comments of the observation we carried out. We have put the details of the observations in Appendix N°02 of this work. During the observation, we noticed that most of the teachers use texts instead of dialogues to deal with topics.

### **2.3.1 Analysis of the observations.**

#### **Comments on observation N°01.**

First, during the correction, it was good that the teacher pointed at the learners at random so that all the learners are ready to give an answer to each question. Nevertheless, we think that the teacher could have asked the students who volunteered before pointing at the other students because it may discourage the ones who volunteered.

Moreover, before the “while reading” stage, the teacher just gave the text right away to the learners. We think that the teacher could have given an introduction to the text before the students took notes.

Besides, when designating volunteers to read the text, we did not really understand why the teacher asked one learner only to read the whole text though many students volunteered. This may discourage the active students because the teacher did not give them

the opportunity to speak. The teacher could have designated one learner to read one paragraph. In addition to these, he did not even give them time to read the text aloud though the learners' were willing to.

The vocabulary items that are taught in the pre-reading stage are taught in advance to help the learners to understand the text. In the present case, the teacher didn't teach the meaning of "to betray" in the pre-reading though it is essential to the while reading task.

Furthermore, when the teacher gave tasks to learners, she did not monitor them well. As a consequence, the learners resort to Malagasy with no limit. The teacher does not pay attention to the learners' speaking ability as he lets the learners speak in whatever language they like.

Finally, the production was very interesting because the learners understood their roles.

### **Comments on observation N°02**

Before giving the questions to the learners, the teacher asked the question: "Can you heal these diseases?" When no learners answered her question, she repeated it once more. Because the students did not answer, though she has repeated the question, she just let it down. Here, the teacher could have asked herself why the learners did not answer her question. According to us, the learners did not answer her because they did not know the meaning of "to heal" that could have been taught and explained in the pre-listening stage. If the teacher found that the teaching of the meaning of "to heal" in the "pre-reading" was not necessary, she could have, at least, answered the question and explained the answer to the learners before moving to the next step of the lesson. It shows that the learners are not used to speaking English as they do not understand the teacher who speaks English. This situation also shows that even if speaking is not tested in the examination, it is very useful for the teacher- learners interaction in class.

When the teacher asks the students to take notes, the learners seem to follow some orders and execute them. The note taking is too mechanical for the students. The teacher can tell a short story or give a humorous introduction related to the text so that the learners are willing to take notes and to read what is really written.

When the learners were asked to answer the questions, many of them did not do it. They spent time talking and giggling. And when the teacher asked if they have finished doing the exercise it was the ones who made noise and the back benchers who said “No”. In such a case, we think that it is good if the teacher monitors the learners’ work.

Concerning the designing of the instruction, in the reading comprehension the instruction should be “*find in the text*” the synonyms of” but not “*give* the synonyms of” because the learners have to look for the synonyms in the text but not somewhere else apart from this.

Moreover, the instructions in the post reading were not really clear to the students. As a consequence, the learners were confused. Besides, time was not enough to correct the exercise.

### **Comment on observation N° 03.**

In the “pre-reading” stage, when giving an example of a famous sportsman, the teacher gave the name of Yannick Noah. The learners did not react to the teacher’s question because the name of Yannick Noah is not familiar to them. The teacher should know his learners’ favorites and interests, taking into account the socio-cultural aspect of the learners at Lycées. Most of the learners that study in Lycées and other public schools belong to poor families. Some do not even have a T.V set at home. Lycée-learners do not have the same culture and life standard as teachers. If we look closely at the example, a tennis player, we can learn that only few Malagasy people only are adept of tennis, considering that its equipment is very expensive. Malagasy learners at Lycées, in general, do not belong to such a high social class that can afford buying tennis equipment. As a conclusion, the example “Yannick Noah” is not appropriate to use. The teacher should have used names of sportsman that is known to every learner; Zinedine Zidane, for example.

We think that the content of the text used here is interesting. It really tests the students’ capacity as readers and its contents suit the learners’ level.

Sometimes, the teacher uses translation to teach vocabulary meaning. We cannot say that it is not allowed to use such a method; we only think that it should be used as rarely as possible. The teacher must have the habits of eliciting, of giving situations and using gestures in order

to make the learners speak. It is only when all of these methods fail that it would be reasonable to use translation.

#### **Comment on observation N°04.**

When designing the lesson plan teachers should analyze the examples or situations that he or she is going to use in class. In addition to this, it is also essential for the teacher to include in the lesson plan the time allotted to each step of the lesson. In the present case, the teacher spends too much time eliciting the title of the lesson. Moreover, the examples and situations used in the elicitation are not clear to the students. As a result the learners have difficulty finding the answer that the teacher expects of them. This shows that the teacher did not prepare the lesson well. But despite these weaknesses, we have seen that the learners participate and want to speak English.

Concerning the content, we think that the text used here is an interesting one. For the topic “talking about the environment”, the text contains some ideas about the cause of the destruction of the environment, the consequences and the solution to the problems. The questions also are reasonable to test the learners’ capacity on reading comprehension. However, when doing the activity, we have noticed that the students did not think much. They just rushed to take the text in their copy book then they made noise. Similarly, the learners behaved in the same way when they took the questions. They did not concentrate on the exercises but were happy to enjoy themselves talking to each other. Such a behavior occurs when the teacher did not circulate between the rows. This is a problem of classroom management.

During the correction, the boy that the teacher designated did not dare to go to the board. This situation shows that some learners are reluctant to speak when they are designated because they are not used to. In general, the teacher was not dynamic during the course. As a consequence, the class was not lively and the correction was too much calm and mechanical for the learners.

### **Comment on observation N°05.**

At first glance, we noticed that the dialogue attracted the learners' attention. This attitude is positive because the students are willing to read it. The length of the dialogue is average and it is possible to make the learners perform it.

The teacher did not pre-teach the vocabulary items though we could see later that the learners had difficulty of understanding some vocabulary. If the teacher supposes that the learners will have no problem answering questions in the following step, the content of the dialogue is then not appropriate to develop the students' capacity as readers and speakers.

After the students had copied the dialogue, the teacher did not read it to show the learners a good model of pronunciation. We think that the learners need a model to imitate before reading so that the chance of making mistake in pronunciation is reduced. The teacher asks the learners which word is difficult for them to pronounce. The learners are not specialists in pronunciation, if they pronounce a word in a way it means that they think it is the right pronunciation. It is the teacher who should be responsible for identifying the mistakes and to make them pronounce it in the right pronunciation.

It is good that the learners were really pleased when they played the dialogue. Many have understood that the dialogue is a funny one. The class atmosphere was very good because the learners were laughing and were willing to play it.

In the last step, we think that the students still need some vocabulary items in order to do it. The teacher could have given some key words to start the suggestion. For example: If I were you I would..., you'd better.... There was no time to do the exercise. The teacher could have given the exercise as homework in such cases.

### **Comment on observation N°06:**

During the observation, we noticed that compared to the other classes, where topics were dealt with using a text, using a dialogue motivates the learners more. Here, with a dialogue, the learners participated and talked more than with a text. They like playing the role in the dialogue. The learners could learn the dialogue by heart and then perform it because of its length. As a result, the class was lively.

Concerning the teaching objectives, the questions really address the comprehension of the dialogue. In addition, the questions are more communicative and so one hour is enough to do the entire lesson's processes.

The teacher should know that it is not necessary to interrupt the learners when reading if the teacher did not model how to read the dialogue correctly. The aim of making them read, at that time, is to notice the mistakes on their pronunciation but not to expect of them a perfect pronunciation. Furthermore, we have seen that the fact of stopping the learners every time frustrates them. It may have a bad consequence on their motivation to speak. It is better for the teacher to wait till they have finished the reading and to make them repeat the right pronunciation of the words in which they had made mistakes.

Here are some positive points that we think are necessary to apply. We noticed that the learners are confident and are willing to speak after the choral reading. This step is then essential to execute when a teacher wants to have more volunteers in individual reading. To avoid time constraint and in order to have more participants in the correction, it is good to give time limit for the learners to do a task. In that way, they are conscious and work hard to finish the task on time.

## **CONCLUSION TO PART II.**

In this second part, we have mostly tried to see the realities of the teaching of speaking and topics in Malagasy Lycées. We distributed questionnaires to serving teachers then we carried out classroom observation to check if what was said in the questionnaire corresponds to the reality in the classroom. As a result, we could see through data collected in questionnaire that most of the teachers who have accepted to answer our questionnaire say that the learners' level is average when they are asked to perform dialogues. Moreover, many of them said that this is so because they lack practice of English. However, during our observations, we could see that some learners are very good performers. This means that, at this level, it is very possible to have learners speak English fluently. Furthermore, the observations we made give evidence that students prefer dialogues than texts when dealing with topics. In addition to this, we could see that the learners are willing to speak but were afraid of being laughed at if they make mistakes.

The questionnaire given from the twenty six teachers around Madagascar also allowed us to see that few teachers only use dialogues to teach topics. Concerning the materials that contain dialogues, we are terribly sorry to see that few and old books only are available for them to explore.

The classroom observation we carried out made us aware of several information. First, it is worth mentioning also that some topics interest the learners most. These topics concern them directly as teenagers, for example, "Love and sex". Second, we have learned also that using a dialogue motivates the learners more. Third, concerning the communicative approach, it is worth mentioning that many teachers use communicative activities in class. Nevertheless, we can say that the teachers should be careful about the choice of the communicative activities that they use in the second classes as it is an intermediate level. In "classe de seconde", some communicative activities like "debate" and "discussion" are not appropriate yet to the learners' level. Thus, we can say that some communicative activities only are appropriate to this level.

The information that we received from these data leads us to the third part of this dissertation in which we shall first, give some suggestions and advice on how to teach speaking through topics by using dialogue and then, we will describe and comment the lessons we experimented in different Malagasy lycées.

# PART III

## **PART III: TEACHING SUGGESTIONS AND EXPERIMENTATION.**

In this last section, we will try to give solutions to the problems we discovered during the observations. In addition, we will try to summarize the efficient methods on how to use dialogues to teach topics in “classe de seconde”. Moreover, we shall see the result of the experimentation that we carried out. And finally, we will draw a general conclusion of the whole work.

### **3.1 TEACHING SUGGESTIONS.**

#### **3.1.0 Introduction.**

In this section, first, we are going to bring solutions to the problems we encountered during the observations. Then, we shall quote general suggestions about the use of dialogues as we could find some weaknesses and points which leave room for improvement.

#### **3.1.1 Solutions to the problems we encountered during the observations**

Before giving general suggestions, it would be better that we give some suggestions to the problems we encountered during the observations.

First, we could see that when asking questions to the learners, some teachers did not ask for volunteers before pointing at those who did not want to. As a consequence, we could see that those who wanted to volunteer were discouraged. We therefore suggest that teachers ask for volunteers first and to point out at the learners only when nobody is willing to answer.

Second, we could see that some teachers designated one learner only to read the whole text or dialogues. We are not in favor of such a practice as the aim of the English teaching is to train all the learners to speak but not to train only one learner. We suggest that teachers ask for several learners to read each paragraph of a text and each line of a dialogue so that the teacher can correct several learners' mistakes. In that case the learners are asked to read the text or the dialogue aloud so that everybody can hear them.

Third, we could find that some courses derive from the lesson plans the teachers prepared and the questions they asked in the warm up or in the pre-speaking were not clear to the learners. Consequently, the learners' answers are not what the teacher expected when he or she asked them. Due to this misunderstanding, the learners did not answer his or her question or give unexpected answers. We suggest teachers to design the questions they ask to

fit the level of the learners. In addition, teachers should take the place of the learners and make sure they get the answer they expect when asking a question because it may spend their time.

Fourth, teachers should not stick to the lesson plans. The lesson plan is just a guideline for them to follow so that the objective of the lesson does not change. But if the teachers think that some extra explanations are needed to help the learners do their tasks, they should feel free to give them even if they were not in their plans.

Fifth, we could find that teachers have difficulty in explaining the vocabulary meaning in English and often resorted to translation. Before using translation, we advise them to elicit the meaning from the learners. First, they can use gestures to show its meaning. If it fails, they can use the vocabulary in a simple context. If the latter fails, they can ask the learners to give its meaning in the learners' mother tongue. Translation should be used as rarely as possible when explaining vocabulary meanings.

Sixth, we could see that the learners are used to doing mechanical activities such as taking notes and pretending to do exercises. In order to avoid such bad habits, the teacher should use warming-up activities all along the courses. We also advise teachers to monitor well the learners work.

Seventh, we could find that some instructions, either written or spoken were not clear to the learners. Thus, the learners are discussing about what is required from them. These situations can be avoided if the teacher design the instruction well and anticipate the learners' reaction to it. Teachers should keep in mind that instructions are the most important things in exercises because they contain the tasks that the learners have to do.

Besides, we discovered that some teachers still use the lesson plans they had long time ago. Consequently, the learners do not understand them as they are not up dated. We suggest teachers to up-date their knowledge of the learners. They should know the learners' world as their interests in order to speak the same language as them. In addition, the socio-cultural life in which the learners live also may help the teachers to motivate them to learn. We suggest that teachers observe and pay interests to the learners' hobbies and entertainment outside the classroom to help them approaching the learners.

Then, we could see that some teachers had problems of time. This is due to the time they spend on some steps of the lesson. We suggest that they have a look at the lesson plan after each stage. To avoid problems with time and in order to have more participants in the correction, it is good to give a time limit for the learners to do a task. In that way, they are conscious and work hard to finish the task on time. If time is up, the teachers can also give the post-speaking stage as homework. But in such cases, the teacher must check the learners' homework before tackling another lesson because the post-speaking stage is very important as the learners demonstrate their understanding through it.

In addition, we could see that some teachers have the habit of designating the same learners when they ask questions. This has a very bad consequence on the weak learners as they know their level compared to the good ones. To remedy this problem, we advise teachers to train the whole class to speak from the beginning of the school-year. Not only should the teachers be dynamic but they must also encourage and reassure the learners to go beyond their shyness and to speak.

Moreover, we could see that the learners were not concentrated in class when they were given tasks, for example when they are asked to write a dialogue. To have the learners work, we advise teachers to carry out group work and pair work so that it is easier for the teacher to detect the lazy learners. In group and pair work the learners are forced to participate as their mates will ask them what they think about the activities. In that case, the teachers can choose the members of the group so that the level of the members for every group is balanced.

Furthermore, we discovered that some teachers interrupt the learners every time they make mistakes when they are asked to read a paragraph in a text or a dialogue. Thus, the learners are confused and frustrated. It may even have a bad consequence on their motivation to speak. We suggest that the teachers wait for the learners to finish his speaking part, group the words in which they made mistakes and then ask the whole class to repeat the correction in pronunciation after him.

Finally, even if the teacher had planned the post-speaking well, he may see that the instructions as the vocabulary that he gave in the post-speaking are not enough for the learners to do their tasks. Some teachers hesitate to give additional vocabulary items though they find that it is necessary. We suggest that teachers feel free to give any additional clarifications or help when they find that it is important for the learners.

### **3.1.2 General suggestions**

In this part, we shall give the best characteristics that teachers should take into account when using dialogues, general suggestions on the teaching of speaking and some advice to the problems we met during the experimentations as the measures we found effective when using dialogues to teach speaking to “classe de seconde”.

#### **3.1.2.1 The best characteristics that teachers should take into account when using dialogues in class.**

Teachers should keep in mind that:

- Dialogues demonstrate spoken English. So, the activities designed around dialogues should help learners to develop their English speaking capacity. In addition, the activities should permit all the learners' participation in speaking activities.
- Dialogues just example situations in which some expressions are handled to the learners. Thus, the fact that they know how to reproduce the dialogue given to them does not justify that they know how to react when they are faced to the same situations. The teachers should train them to other situations in which they can express themselves as real characters. The learners also should be able to substitute and use the variety of expressions that are given to them.
- Dialogues are meant to be spoken. So, there should be time for the learners to practice and produce them as naturally as possible. In that case, teachers should encourage the learners to add gestures and facial expressions to make the dialogues meaningful.
- Dialogues may contain grammatical points that are included in the official syllabus. Thus, the use of the integrated method is very appropriate if it can help the teacher to cover the syllabus and to save time.

#### **3.1.2.2 On the warm up and warming-up activities.**

The warm up activity aims at drawing the learners' attention from the outside world to the classroom. It is not compulsory in the lesson planning but it is very efficient to change the learners' mood when they seem to be tired, sleepy or lazy. In such cases, we advise teachers to use short jokes or anecdotes to warm the learners up. Moreover, if the teacher can find pictures or any visible didactic materials we encourage them to use them at the beginning of

the course. Furthermore, if the teacher can use a picture which can be a warm up and a pre-speaking activity at the same time to avoid time consuming it would be very nice. Thus, the teacher can ask questions based on it or can have the students guess what the lesson will be about.

The warming-up activities aim at several objectives:

- to keep the learners' attention to follow the course till the end
- to encourage the learners to go on working
- to create good atmosphere in class
- to have the learners compete with the others
- to challenge learners with more difficult tasks.

Having the learners act physically also is the best way to motivate them. Consequently, the following are some tips that teachers can use at anytime and with any tasks as warming-up.

| Teacher's question        | Learners' answer  | Learners' gestures  |
|---------------------------|-------------------|---|
| Are you ready?            | Ready to go!      | Learners stand up and lift their hands as they say the sentence very loud.                                    |
| Is everything OK?         | Yes, it is        | They use their fingers and show that everything is OK.  |
| Which group has finished? | We have finished. | The students within the group make a circle and cross each others' arms so as to show that they are together. |

### **3.1.2.3 On the pre-speaking stage**

Teachers should keep in mind that the objective at this stage is to introduce the subject or the theme of the lesson. In that case, teachers should try to be as realistic as they can. If they find that the activity they want to use is very far from the theme, there is no need to stick to it. During our experimentation, we learned that the teacher has to take the place of students and consider the medium level of the class in order to predict their answers.

As far as the use of dialogues in class is concerned, there are many ways that can be used in the pre-speaking. For example, replacing pictures in the dialogue with words or expressions, using a picture and asking questions about it; for example, a picture of a woman and a man having a discussion, filling blanks in a series of pictures. The choice depends on the dialogue's form and content. It is up to the teacher to decide which of these alternatives are more suitable.

We highly encourage teachers to use pictures because they are very realistic and expressive. In addition, when teachers use pictures in class even the worst students have something to say about it.

### **3.1.2.4 On the while-speaking stage**

At this stage, substitution is the most recommended way as the learners still learn how and in which situation they use the expressions in the dialogue. Also it helps them to know all the alternatives of an expression. Nevertheless, there are other ways such as: reordering of the dialogue associated with jigsaw reading, listening and questions-answers about the dialogue, filling blanks in the dialogue. To make sure that the students master the expressions used in the dialogue and if time permits, the teacher should model the dialogue so that the learners learn how to read it. Then, he can use choral reading followed by group reading in which he can detect the learners' mistakes in pronunciation and correct them after the choral reading. Once they know how to read the dialogue the teacher can use the erasing system which consists of erasing each sentence of the dialogue from the end and having the learners repeat the dialogue from the beginning after each erasing. When they know the dialogue by heart, to make the learners practice the dialogue they can work in pairs at their seats. Meanwhile, the teacher can monitor each group and can give remarks when needed. Then, volunteers can perform it in pairs in front of the class. Not only does it help the learners memorize the

dialogue but also it helps them a great deal to picture and build their own dialogue in the post speaking stage.

### **3.1.2.5 On post-speaking stage.**

At this stage, the teacher can have the choice between role plays and simulation depending on the level of difficulty of the theme treated and the learners' level. Role plays are for weaker students because it is almost guided whereas with simulation, the learners are free to produce their thought. Consequently, with simulation, learners give various results.

For the "classe de seconde", we have chosen only some that we find suitable for the learners' level to use. The main activity we find interesting and suitable to use in the post-speaking stage is role play. It is to be noted that the use of pair work really develops the learners' self-confidence when they can interact with their mates.

If time permits, we suggest that the teacher asks some learners to produce their dialogue in front of the class. Having some learners' perform their dialogue equip the other learners with self confidence and new vocabulary items. It is also a kind of correction for the whole class as the teacher corrects the performers' mistakes in front of the class. We advise teachers to use "prizing" or "bonus" if the teacher finds difficulties in encouraging the learners to perform.

### **3.1.2.6 On students' motivation**

If time permits the following can be successful to motivate the learners to learn English:

- When reading the dialogue, teachers can use the Erasing system in order to help the learners memorize the dialogue with the right pronunciation.
- Any learner is motivated to learn and to participate when he is faced to a reward. In order to have volunteers and to create a good atmosphere in class, we suggest also "prizing". For example, sweets, chocolate, note books or marks.

### **3.1.2.7 On classroom management**

These remarks on the practical side of teaching are based on RIVERA (2006)'s theory.

When teaching:

- 1- Give one instruction at a time. The learners may be confused.
- 2- Make sure that the instructions are very clear. Note that the sample communicative activities listed below have been broken down into simple steps that learners can follow.
- 3- Teach the learners how to work in pairs or write a general instruction on the board before having them work in small groups.
- 4- When the teacher asks the learners to speak or to read together, be sure that everybody participates. If some do not, ask them to repeat alone.
- 5- Make sure that there are predetermined signals for quieting learners in case they get too noisy. For example, you may want to hold up your right hand as a signal for everyone else to stop talking. This way you will be able to tell students to be quiet or to give the next instruction without trying to yell over the noise.
- 6- The teacher should be a good monitor when giving tasks to the learners, especially in large classes.
- 7- Be sure that even if all of the learners do not share their answers to the class because of time constraint, they all have worked in groups or in pairs.
- 8- Make sure to have as many performances and students' participation as possible.

### **3.1.2.8 On time constraint.**

Firstly, in order to avoid timing problems, we suggest that the teacher plan well the lesson. Secondly, the teacher should use wrapping papers on which he or she writes the dialogue. Thus, he has just to pin it on the board when he wants the learners to copy it. If the school can afford, it is also possible to share a printed dialogue that each learner student can stick in his copybook. In that case, the teacher can have more speaking activities than spending time waiting for the learners copying the dialogue.

Thirdly, if the learners are still working on the post-speaking activity and time is up, teachers can give the exercise as homework. However, before starting another lesson in the next course, the teacher must check the learners' work and correct it.

Apart from time constraint, we learned that teachers had difficulty finding resources which contain good dialogues. Concerning the lack of resources, we suggest teachers to visit some websites from which they can download dialogue transcripts and their audio. In addition, we encourage them to read some books that contain good dialogues and which respond to the criteria of good dialogues for teaching purposes. (Appendix N°08)

### **3.2 THE EXPERIMENTATIONS.**

Before giving details about the experimentation, it would be better if we give the criteria we took into consideration when we chose the dialogues used in the latter. The dialogues were chosen according to the criteria that we mentioned in the first part of this research but we just want to point out that these criteria were adapted to fit the “classe de seconde” learners’ level.

First, we have chosen them because the themes that are treated in those dialogues are quoted in the topics that are dealt with in the official syllabus of “classe de seconde”.

Second, we considered the length of the dialogues. Some of them did not exceed twelve alternatives so we used them as their writer wrote them but we tried to adapt those which were longer. We did the same with the sentences that each protagonist says in the dialogue. We tried to make it reasonable for the learners to repeat and to memorize. Thus, as the aim of this research is to train the learners to develop their speaking capacity, we tried to take the place of the learners and we chose the dialogues in which we were confident that the learners will be able to reproduce without looking at their script after some practice.

Third, we looked at the content in which we checked if they are situational dialogues, if they are realistic and we made sure that the level of the vocabulary used in them suits the level of “classe de seconde” which is low intermediate. Thus, we avoided to use ambiguous dialogues.

Fourth, still concerning the vocabulary items, we tried to choose dialogues in which we could find enough vocabulary to help the learners understand them and as well dialogues which contain enough new vocabulary items that increase the learners’ knowledge of the English language. In addition, as the aim of this research is to train the learners to develop

their speaking capacity, we chose dialogues which equip them with vocabulary items which are mostly used in situational dialogues and real context.

And finally, we chose dialogues that motivate the learners to learn English. So, we chose some dialogues which contain funny situations and some that concern young people life.

In total, we carried out five experimentations. These experimentations might not be enough to help us to suggest better methods of using dialogues to teach topics in class but we think that at least we could experiment with varied students in different lycées which helped us to find varied situations and level.

### **3.2.1 Experimentation N°01**

#### **Dialogue used in experimentation N01**

Dialogue about love – “I want you Fiona”

Charles: Please marry me, Fiona, I want you, I need you, I love you

Fiona: I'm sorry Charles, but I can't.

Charles: Oh, Fiona Why not?

Fiona: Well, Charles, I like you..... I like you a lot..... but I don't love you

Charles: But Fiona, love isn't everything.

Fiona: Oh, Charles, you don't understand.....for me love is everything.

Charles: Do you love another man Fiona?

Fiona: Yes, Charles, I do,.....James

Charles: Not James Milton!

Fiona: Yes, James Milton

Charles: But he doesn't want you. He's engaged

Fiona: I know.

Charles: But Fiona, James isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A big house?

Fiona: No, Charles, I don't want those things. I only want James.

Source: "USING FUN TECHNIQUES TO TEACH in Classe de seconde" by RASOLONAIVO Rojoniaina Andriamanasina – CAPEN Dissertation number 245. Appendix number 15. 2010.

### **Identification section**

**Date:** 15/05/13

**Duration:** 1h30mn

**Title:** Love and sex. (UNIT 5: SEX AND DISEASES.)

**School:** Lycée Moderne Ampefiloha

**Class:** Second 05.

**Number of learners:** 51

**General objective:** Learners will be able to talk about love and sex.

**Didactic materials:** dialogue in strips, role cards.

#### **3.2.1.1 Description of the session**

For the pre-speaking, the teacher drew a heart on the board and asked the learners what the heart symbolized. The learners gave various answers such as: love, eternal love, endless love. Some of them used the mother tongue and said: fo feno fitiavana, fitiavana be, tiako enao. The teacher confirmed that the heart symbolized love. She also told the learners that the dialogue they were going to have was about love.

Concerning the while-speaking, the teacher dealt with several steps. First, she shared dialogue strips to the learners. Then, she asked them to work in groups of four to reorder the strips so as to have a meaningful dialogue. The teacher added that two of the group members should take the role of Charles and the other two had to take that of Fiona. The teacher pointed out that Charles should start the conversation and each pair should agree with one statement when they answered to the other pair statement. After some minutes, the teacher led the correction. Second, the teacher asked the learners to stand up. Then, she used the erasing system and corrected the learners' mistake in pronunciation. After the erasing system, the teacher asked the learners to separate their roles by asking the boys to take the role of Charles and the girls to take that of Fiona. Teacher used the warming up activity to ask if they were ready. They answered by saying: "Ready to go!" very loudly. After some repetitions, the teacher swapped the roles. Thirdly, the teacher asked the learners to practice the dialogue at

their seats in pairs. Meanwhile, the teacher monitored them and corrected any mistake they made in pronunciation.

For the post-speaking, the teacher asked the learners to give other reasons why one loves someone. The learners gave various answers such as: kindness, richness, personality, helpful, handsome and beautiful. Before the learners took notes the teacher helped the learners to group their answers into three main categories: physical appearance, personality and others. Then, the teacher asked the learners to work in pairs and to build a dialogue by themselves. Teacher shared role cards which contained the role of each protagonist to help them do their task. After that, the teacher asked the learners to work and to try to build natural situations. Finally, after some minutes, the teacher asked for volunteers to perform the dialogue in front of the class. During the volunteers' performance, the teacher corrected their mistakes.

*Detailed lesson plan: Appendix N°03*

### **3.2.1.2 Comments on experimentation N°01**

First of all, the theme "Love and sex" really interested the learners. The drawing of the heart was a good warm up as all of the students could express themselves when asked about what the heart symbolized. In addition, the dialogue used in this experimentation was humorous. This characteristic made it special and effective to be used in classroom. The dialogue showed a real situation in which love was not reciprocal for two persons and also made them laugh as it contained some funny statements about the craziness that one has when in love.

Learners enjoyed reordering the dialogue's strips during the jigsaw activity. Moreover, we could see that it encouraged the learners' collaboration. They really discussed and tried to convince each other. It really created a good atmosphere in class.

But we think that it would be better if they were given some sentences to be used in the activities because instead of speaking English, they spoke Malagasy. Furthermore, the paired-practice was easily assimilated because they had group repetition before practicing it in pairs. When the teacher circulated, some students tried to add gestures to make the dialogue livelier.

Moreover, the warming up activity awoke them and encouraged them to speak English as the teacher demonstrated to them. Besides, when the teacher asked them to practice the

dialogue, the learners were pleased to listen to the difference between the voice of the girls and that of the boys. We could see that not only they were having fun but also they could demonstrate their ability to speak good English.

The first activity in the post-speaking was very fruitful because the learners could find various answers. We have noticed also that the learners worked seriously when they were asked to build their own dialogue in the post-speaking. Some skillful learners even asked the teacher the meaning of some new vocabulary items like: “rafozana, mitovy finoana, zokiko izy, matotra,....” As a consequence, the learners worked and learned more than we expected of them.

Nevertheless, we found that the monitoring of the group work was not sufficient as we have conducted pair work in a large class.

### **3.2.2 Experimentation N° 02**

#### **Dialogue used in experimentation N°02**

##### Dialogue about people at work: He works in a hotel

Rachel: Where does your brother work?

Angela: In a hotel.

Rachel: Oh, really? My brother works in a hotel, too. He’s a front desk agent.

Angela: How does he like it?

Rachel: Not very much. He doesn’t like the manager.

Angela: That’s too bad. What hotel does he work for?

Rachel: The plaza.

Angela: That’s funny. My brother works there too.

Rachel: Oh, that’s interesting. What does he do?

Angela: Actually he is the manager.

Source: Interchange- Intro Student’s Book 1. JACK F. Richards with JONATHAN, Contributors: HULL & Susan PROCTOR. , Third edition, Cambridge University Press, Page 51, 2005.

### **Identification section**

**Date:** 22/ 03 /13

**Duration:** 1h30mn

**Title:** People at work

**School:** Lycée Jean Joseph Rabearivelo

**Class:** Second 8.

**Number of learners:** 48

**Specific objective:** Learners will be able to name different kinds of work, talk about problems between boss and employee.

**General objective:** Learners will be able to talk about people and their work.

**Didactic materials:** dialogue, type, cassette, picture of two women having discussion.

#### **3.2.2.1 Description of the session**

The pre-speaking lasted ten minutes. First, the teacher showed a picture of two women who were talking to each other and asked the learners what they were talking about. The learners answered her question. Then, the teacher asked the learners to listen to the dialogue so that they knew what they were talking about. To start the listening, the teacher played the dialogue till the end twice. After that, she asked the learners what the dialogue was about and the learners tried to repeat the words they heard from the dialogue. Then, the teacher played the dialogue again and stopped it from time to time to help them understanding its content.

For the while-speaking, the teacher asked the learners again what the two women are talking about. She didn't agree with the learners' answer right away but asked the other learners to agree or disagree with what their mate say. They she asked for prove if they could repeat sentences from the dialogue to support what they were saying. To help the learners, the teacher played the dialogue and asked the learners to repeat each sentence after her. Then, she gave the learners the script of the dialogue for the learners to take notes. Then, the teacher asked the learners to stand up and used the erasing system so that the learners know the dialogue by heart. After giving the learners some time to practice the dialogue in pairs, to finish this stage, she asked for volunteers to perform the dialogue in the front.

The post-speaking consists of giving the learners a time for relaxation by the use of a game of reordering letters in order to find names of job and professions. Furthermore, the

teacher motivated them by telling that the first group who find all the words will receive some rewards from her. The warming up activity “Are you ready?” also encouraged them to compete between themselves as it was like a bell which told them that the competition started. Thus, they were working on the game right away. When the winners were given the prize, they all clap their hands and scream bravo at the winners. After having fun, the teacher asked them to work in pairs and to describe each job. To help the learners doing this task, she gave an example. The students then describe each job and compare their answers in order to agree with the right answer.

*Detailed lesson plan: Appendix N° 04*

### **3.2.2.2 Comments on experimentation N°02**

The theme “People at work” do not attract the learners as a theme but the warm up and the listening activity arouse the students’ interests. First, the picture of the two women attracts them. Secondly, they could find many alternatives about what the women were talking about. Third, the length and the content of the dialogue they were listening fit their level.

During the erasing system, the students could produce the dialogue in a very short time. They enjoyed repeating it as they understand it. They were able to add gestures to what they said to make the dialogue more meaningful. The gestures used by the performers also pleased their mates.

In the post-speaking, when teacher asked the learners to work in pair and to continue the dialogue according to their expectations. The learners showed that they understood the dialogue they read. Thus, they could produce funny alternatives. For example, one pair of learners suggested that Angela decided to tell his brother not to be rude with Rachel’s brother. Some pairs of learners suggested that each of the two girls tried to defend her brother and they resorted to fight.

We noticed also that the reward highly motivated the learners to do a task. All the students were working when they were told that the one who find all the names of work will get a prize. More than this, even the laziest students wanted to work their mind in order to get the prize. The teacher just corrected what they had written in order to help them proceed in the activity. The learners rushed to show what they have written to the teacher. The class was very lively till one group found all the words. In addition, after they found the names of jobs,

when the teacher asks the learners what each person does. The learners rushed to speak spontaneously by using their acquired vocabulary. This latter gave the teacher opportunity not only to know their level but also to correct their mistakes.

Nevertheless, we noticed that the learners slowed down when they looked for the names of job. Furthermore, though many students still wanted to speak and the teacher could correct many mistakes, the bell rang and time did not permit these to be continued. Consequently, we decided to come back on it next course.

### 3.2.3 Experimentation N°03

#### Dialogue used in experimentation N°03

Dialogue about “Generation gap”

Ted: See you later, Mom!

Susan: Where are you going?

Ted: I told Amber I'd **drop by**.

Susan: What are you two going to do?

Ted: Maybe go to the movies or to a party. Our plans are still **up in the air**.

Susan: Why don't you invite her over here?

Ted: I don't want to stay here.

Susan: Is Amber the girl with the nose ring and the purple hair?

Ted: Yeah. I'm **crazy about** her!

Susan: She's not exactly my **cup of tea**.

Ted: **Take it easy** Mom. We're not **about to** get married.

Source: Adapted from “Speak English like an American” by GILLETT Amy. Language Success Press. United States of America. 2004. Page 33.34.

#### Identification section

Date: 09/ 03 /13

Duration: 1h 15mn

Title: Generation gap

**School:** Lycée Andoharanofotsy

**Class:** Second 8.

**Number of learners:** 48

**Specific objective:** Learners will be able to talk about conflicts that they have with their parents.

**General objective:** Learners will be able to talk about generation gap.

**Didactic materials:** dialogue, picture of a young girl with a nose ring.

### 3.2.3.1 Description of the session

For the pre-speaking stage, the teacher showed a picture of a star with a nose-ring and asked the learners to describe the star. Some learners gave the name of the star and gave various answers about her description such as, she is Christina Aguilera, she is a tall girl, with white complexion, she has long -straight- blond hair, she is beautiful, she puts a nose-ring. After eliciting those vocabulary items, the teacher told the learners that the dialogue they were going to read has something to do with the nose-ring.

To start the while-speaking, the teacher tried to attract the learners' attention. She pinned a dialogue with some underlined words on the board and asked the learners to read and to try to understand it. The teacher asked the learners to work in pairs and to find the meaning of the underlined words in English. After some minutes, the teacher asked the learners to volunteer and to explain the meaning of each underlined expressions. Then, the teacher led the correction and tried to use the expressions in other sentences to help learners understand the meaning of the words. Then, the teacher asked the learners to practice the dialogue in pairs. After that, the teacher asked for volunteers to perform the dialogue in the front of the class. Then, the teacher dealt with another activity. She shared different role cards to each pair of students and asked them to work in pairs. Teacher asks one group to practice one short dialogue at their sits and in a loud voice. Teacher tried to ask different groups to perform the dialogue they build in order to make sure have the whole class participate in the correction. After each performance, the teacher added more explanation when needed.

For the post-speaking, the teacher asked the learners if it has ever happened to them that their parents are against what they do. Most of the learners said "yes". Moreover, they all wanted to express themselves and explain what happened to them. Then, the teacher asked

the learners to work in pairs and to discuss about that with their friends. To help them, the teacher invited them to ask her when they needed. Meanwhile, the teacher circulated and monitored the group work. Then, the teacher asked the learners to swap the roles so that the listeners could express themselves at their turn. The teacher asked for volunteers to perform their conversation. To have more production, the teacher asked the learners to find solutions to the conflict between the parents and the children. Most of the learners agreed that the two generations need to enhance communication and understanding between them.

*Detailed lesson plan: Appendix N°05*

### **3.2.3.2 Comments on experimentation N°03**

The dialogue used in this experimentation shows some cultural insights of the American way of life and the influence of the new civilization. First, it demonstrates the American civilization of going to movies when having dates; secondly, it shows the new fashion trend, like the nose-ring, which young Americans are attracted by.

The picture used in the warm-up attracted the learners' attention. It helped the teacher to get the learners concentration on the lesson. Furthermore, we found that its use was appropriate to encourage all the learners to speak because when they were asked to describe the girl, even the weakest learners could say that the girl on the picture was lovely.

The students could easily understand the dialogue. When the teacher asked them to explain the meaning of the underlined words in the dialogue, they could express their thinking though sometimes they use some Malagasy words.

May be due to the warm-up and the simplicity of the activity in the while-reading stage we earned the learners' self confidence. Consequently, when they were asked to suggest alternatives of the answers in the role cards, they all wanted to participate in its correction.

The post-speaking was very effective. Between themselves or with the intervention of the teacher during the correction, the learners showed that this topic concern them. The learners had many things to say and to complain about concerning their relationship with their parents. We had difficulty to end the discussion and to give our summary of what all of them said. To our astonishment, the learners wanted more English speaking opportunity than we expected.

### 3.2.4 Experimentation N°04

#### **Dialogue used in experimentation N°04**

##### Dialogue about health

William: How are you feeling today?

Phil: I don't feel very well this morning.

William: Really? What's the trouble?

Phil: My throat aches terribly.

William: I hope you soon get over it.

Phil: Thanks very much.

William: By the way! I haven't seen Alec lately. How's he?

Phil: As a matter of fact, he's laid up.

William: Oh dear. What's the matter?

Phil: We don't know but we're having the doctor in tomorrow.

William: Tell him I hope he soon feels better.

Phil: That's very kind of you. I'll pass it on.

Source: Functional English and self-expression- Book 4 -Ministry of Education. – Foibe-mpitondran'ny Fampianarana Ambaratonga Faharoa. 1980. Page 260.

#### **Identification section**

**Date**: 11/ 12 /12

**Duration**: 1h 30mn

**Title**: Health

**School**: Lycée Moderne Ampefiloha

**Class**: Second 8.

**Number of learners**: 48

**Specific objective**: Learners will be able to: ask people's health state, wish people get better.

**General objective**: Learners will be able to talk about health.

**Didactic materials**: role cards, dialogue.

### **3.2.4.1 Description of the session**

As a warm up, the teacher asked the learners who may ask this question: “*I need to measure your blood pressure*”. Almost all the learners could answer that question. They said that a doctor measure people’s blood pressure. The teacher agreed with the learners answer and asked them again why people go to see a doctor. They said that when people are not well, sick or ill, they go to see a doctor. The teacher agreed and said that they were going to talk about health.

For the pre-speaking, the teacher asked the learners to fill the dialogue with the words or expressions that she wrote on the board. The activity seemed to interest the learners because they were in hurry to do it. Then, the teacher led the correction and helped the learners to express their ideas.

Concerning the while-speaking, first, the teacher underlined some expressions in the dialogue and asked the learners to substitute the underlined words in the dialogue with other expressions. There were six expressions. Some were questions and some were simple statement but all of them turn around the theme “health”. The teacher gave the learners some minutes to work on it and then led the correction with their participation. Then, the teacher asked the learners to practice the dialogue in pairs with the new expressions they have found.

For the post-speaking, the teacher asked the learners to work in pairs and to build their own dialogue in which one asks the health state of all the family members of the other one. Teacher shared role cards to make the learners’ task more explicit. At the end, the teacher asked the learners to perform the dialogue in front of the class. The teacher corrected the learners mistake and ask the whole class to repeat the correction after him.

*Detailed lesson plan: Appendix N°06*

### **3.2.4.2 Comments on experimentation N°04**

The warm-up was effective because the students were attentive.

The number of the blanks in the dialogue was reasonable for the time allotted to the activity. Many of the learners finished the task before the time limit. It shows also that when the students are given a situation in which they have to express themselves, they know what to say but do not know how to say it unless they are guided. The result of the exercise was satisfactory.

During the while-speaking, the learners asked if they could use their dictionary in order to find the equivalent of the underlined expressions. We found it very interesting as the learners carry out their own research. Some learners discussed about the matters and some just preferred to work alone. We think that it is more beneficial if this task was done in pairs. In that case there is more interaction between the learners.

The use of the role cards helped the learners a great deal to build the dialogue. When they received and read the role cards they arranged the roles within their group. None asked about additional explanation, everybody seemed to understand what was required to them. Some dialogues showed funny situations in which one's mother has AIDS. Thus, everybody laughed at the group and the class was very lively. After the performance, the teacher took profit from the situation and asked the students what AIDS was and how people get it. Learners rushed to answer the questions as they know AIDS very well. It was a good opportunity to make the learners speak.

### 3.2.5 Experimentation N°05

Dialogue used in experimentation N°05

Dialogue about shopping and asking prices.

Shop assistant: Good afternoon, madam...



Customer: I'd like a ...  for my daughter here.

Shop assistant: Yes, ma'am. What  and style?

Customer: I'm after walking shoes,...



(After a short time)

Shop assistant: Here you are. You can try them on.

Customer: Thank you...I'm afraid ...  
?



these ones. Can I see the ones ...



Shop assistant: Certainly. If you'll ...



Customer: ...



Shop assistant: 40.000 Ar

Customer: Haven't you got anything cheaper?

Shop assistant: ...



but they are the last ones we've got in stock.

**Source:** Adapted from "Functional English and self-expression"-Book 4 -Ministry of Education. - Foibe-mpitondran'ny Fampianarana Ambaratonga Faharoa. 1980. **page 176.**

### **Identification section**

**Date:** 04/ 06 /13

**Duration:** 1h

**Title:** Shopping and asking prices

**School:** Lycée Andoharanofotsy

**Class:** Second 8.

**Number of learners:** 48

**Specific objective:** Learners will be able to: do shopping, ask prices.

**General objective:** Learners will be able to talk about shopping.

**Didactic materials:** dialogue with pictures.

#### **3.2.5.1 Description of the session**

To warm the learners up, the teacher shows a picture of a very nice car and asks the students where is the place to go if the teacher wants to buy it. The learners could find many answers to that question.

Then, for the pre-speaking, the teacher introduced the theme of the lesson and said that the place you go to depends on what you want to buy. Teacher added that the dialogue they are going to have is about a special place where people can find special things to buy.

As far as the while-speaking is concerned, first, the teacher showed a dialogue with some pictures to the learners. Then, she asked the learners to work in group of four to replace

the pictures with words or expressions that are suitable for the dialogue. The learners liked looking at the pictures; it attracted their attention and they were teasing themselves about them. In addition, we could see that they had no difficulty in finding the expressions because they wrote on their copy book right away. Then, the teacher asked for volunteers to produce the dialogue for the others to listen to. Some group volunteered and performed the dialogue at their sits. After that, the teacher asked the learners to give alternatives which can substitute the expressions and helped them to choose the ones which were correct. Then, the teacher asked the learners what the dialogue was about and where did it happen. The teacher confirmed the answers the learners gave and said that the dialogue took place in a shop. She also accepted that it is about shopping and asking prices.

As for the post-speaking, the teacher asked the learners to work in pairs and to build a dialogue in which one is a shop assistant and one is a customer. The teacher told them that they are free to choose what they want to buy. We could see that many of the students had an idea of what they wanted to buy. To motivate them to work, the teacher told the learners that the first pair of learners who is ready to perform will receive a prize. Due to that, all of them were busy to write their dialogue. After some minutes only, some learners rushed to do the exercise and then told the teacher that they were ready to perform in front of the class.

*Detailed lesson plan: Appendix N°07*

### **3.2.5.2 Comments on experimentation N°05**

After the role call, the picture of the red car attracted the learners. Furthermore, when the teacher said that the dialogue the learners are going to have was about a special place where people can find special things to buy, the learners' attention was fully turned to follow the lesson. The warm up and the presentation of the lesson were covered at the same time.

The use of pictures in the while-speaking interests the learners. It aroused their curiosity to listen to the instruction and thus they were in hurry to do the task. The visual association provided a faster way to learners' memory. However, when the teacher asked for volunteers to produce the dialogue, they were reluctant to produce what they had written. Thus, we think that prizing is suitable at this step so that they dare to produce it without any hesitation.

The post-speaking was rich as each of the group chose different things to buy. Some chose mobile phones with all options, some chose a dress for a valentine dinner and some chose a gift for his or her mother on mother's day. We noticed also that "prizing" is a very effective way to make the students work seriously because they compete between themselves to get the prize.

### **CONCLUSION TO PART III.**

In this last part, we have reported the lesson plans we used in the experimentation. We have tried to do the experimentation in various schools and in different places because we wanted to compare the learners' levels. Consequently, we have learned that learners in and outside the city have different levels although they are in the same class. Those who live in the countryside have lower levels than those who live in town.

Through experimentation we were also faced with time constraints. We had the same problem as some teachers we observed before. We have concluded that such problems need solutions because sometimes the last stage; that is the "post-speaking" is not achieved, though it is of great importance. To remedy such problems, we suggest teachers to give the production activity as homework for the written production and to come back on it for having the learners producing them orally in the next course.

The lesson plans we experimented were designed according to the theory of communicative approach, speaking and dialogue teaching purposes. For speaking, we have respected the three stages "Pre-, While-, Post-". As for the dialogues, we have tried to use ready-made dialogues which fulfill the criteria of a good dialogue for teaching purposes as much as we could.

To our happiness, we could see that, in a way or another, all the learners really like dialogues. They enjoy reading and playing them. The learners are not reluctant because they are faced to a dialogue, what matters to them are the ways teachers motivate them to volunteer and to participate in the classroom activities.

To sum up, we want to point out that the use of dialogues is much recommended in "classe de seconde". In this level, the learners are developing their range of vocabulary and their capacity of understanding. It is the right time to train them on practical use of the English language.

## GENERAL CONCLUSION

Many teachers use short dialogues to teach language functions only. Some may think that dialogues are not necessary because the learners do not take an oral examination. In this research, however, we could demonstrate that speaking plays a very important role in the achievement of English teaching objectives in “classe de seconde” and dialogues are a successful tool for this.

The data we have collected from lycée teachers and learners and the classroom observations we have carried out helped us to find out the current use of dialogues as the teaching of topics in class. The answers of the teachers had led us to the following conclusions. First, teachers are reluctant to use dialogues in class--this is because they think that learners do not like participating and performing in class. Secondly, teachers think that students are bad at performing dialogues.

The observations showed us that none of these assertions is true. First, dialogues, even at first glance, attract and motivate learners to learn. Secondly, it is easier for the learners to remember new vocabulary with dialogues when they use it in situations and a natural context. Third, dialogues prepare learners for a genuine form of communication in “the outside world”, with all the skills in action. Fourth, it is easier for the teacher to build a dialogue than adapting a text if there is no appropriate ready-made dialogue or any didactic materials available for them to use. Moreover, the teacher spends less time in building the dialogue but may spend more time in the lesson planning to provide a richer exercise. Finally, dialogues are advantageous for the teacher as for the learners because they are manageable for whatever topics and objectives.

We could not forget that this research is important because it contributes to achieve the objective of the teaching of English in “Classe de seconde” which, compared to the former program, gives more emphasis to communication (fluency) and integration of skills than to accuracy. These objectives which are specific to “class de seconde” show that in this level the pupils are trained in communication, mostly in speaking. Situational dialogues are the most effective tools to have the learners speak.

To sum up, we could affirm that the use of the communicative approach, the topic-based syllabus approach associated with ready made dialogues really develops the Malagasy

learners of “classe de seconde” ability to speak English and help teachers to reach the aims of the lessons in a pleasant and lively atmosphere.

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# **APPENDICES**

## Appendix N°01

### The list of topics, vocabulary areas and structures in the UERP official syllabus of the “Classe de seconde”

| <b>Units</b>  | <b>Topics</b>                           | <b>Vocabulary areas</b>   | <b>Structures</b>  |
|---------------|---|---|--|
| <b>Unit 5</b> | <b>Talking about love and sex</b>       | -To be schoolmates<br>-To have a date<br>-To go out steady<br>-To have a boy/ girl friend<br>-To be fiancé<br>-To get/ be married<br>-To have sexual intercourse/ to make love<br>... | -Simple present tense (review)<br>-So am/do/can/ I, etc.<br>-Comparatives (review)<br>-A bit/ much + comparative.    |
|               | <b>Talking about AIDS and S.T.D.</b>    | -To affect<br>-To catch airs from infected blood<br>- A virus= a kind of germ that can cause a disease<br>- AIDS cure<br>-A fatal disease<br>-etc...                                  | -Simple present tense (review)<br>-Modals: can, can't, must, mustn't, should, shouldn't.<br>-Imperatives             |
| <b>Unit 6</b> | <b>Talking about health and illness</b> | -How are you?<br>-Are you all right?<br>-Do you feel all right? You sure you're O.K?<br>-You're looking a little pale.  | Simple past (regular and irregular)<br><br>Prepositional phrases of place (e.g. in morning, at night, by Christmas.) |

|               |   |   |  |
|---------------|---|---|--|
|               | <b>Talking about sports</b>               | <p>-Individual and collective sports.</p> <p>-To be good/ bad at football.</p> <p>-To practice sports to keep fit and healthy.</p>  | <p>- Adverbials frequency adverbs: possible position in the sentence.</p> <p>-Adverbs of manner</p> <ul style="list-style-type: none"> <li>• Gerund</li> </ul> <p>-Used as subject</p> <p><b>e.g.</b> Jogging is good for health.</p> <p>-Used after prepositions: at, before, after, with/ without, on, by.</p> |
|               | <b>Talking about the environment</b>      | <p>-To throw litters/ rubbish everywhere.</p> <p>-To protect/ take care of environment</p>  | <p>-Comparison</p> <p>-Relative pronouns.</p>  |
| <b>Unit 7</b> | <b>Talking about jobs and professions</b> | <p>-What do you do?</p> <p>-What's your job?</p> <p>-I'm an engineer/ a secretary...?</p> <p>-I'm between jobs</p> <p>-To apply for a job</p> <p>-To fill up a job application form</p> <p>-To have an interview for a job.</p> | <p>-Present simple</p> <p>-Present perfect tense</p> <p>-Can (to express abilities)</p>  |
|               | <b>Describing people</b>                  | <p><u>Personality types</u>: shy, friendly...</p> <p>Names of jobs and professions.</p>   | <p>Compound nouns</p> <p>Compound adjectives:<br/>e.g: bad-tempered, self-confident</p> <p>What's she like?</p> <p>What does he look like?</p>   |

|               |   |  |  |
|---------------|---|--|--|
|               |   |  | Look like<br><br>A bit, quite, very, extremely, not at all.  |
| <b>Unit 8</b> | <b>Talking about fashion</b><br><br>1- shopping and discussing prices<br><br>2- Fashion | -Can I help you?<br><br>-How much is...?<br><br>-Five thousand a kilo<br><br>-Everything's so expensive<br><br>-It's terrible!<br><br>-I'd like... | Relative pronouns<br><br>Quantifiers<br><br>-used with countable nouns:<br>e.g. some, any, a lot of.<br><br>- used with uncountable nouns<br><br>e.g. a bit of, plenty of.<br><br>Time clauses: use of "when, as soon as, after, until + present simple. |

**Appendix N°02**

**OBSERVATION N°01**

**Date:** 14/02/09

**Duration:** 2 hours.

**Title:** Love and sex

**School:** Lycée Ambatolampy

**Class:** Seconde 1

**Number of learners:** 45

**Didactic materials:** Chalk, sponge, Black board, text.

| Timing   | Teacher's activities  | Learners' activities  |
|--|---|---|
| <p>9.05</p> <p>9: 10</p> <p>9:18</p> <p>9.21</p> | <p><b><u>The roll call</u></b></p> <p>T: Have you ever observed someone in love?</p> <p>T: How does someone in love behave?</p> <p>T: Yes, in English you say that “he is strange, he behaves abnormally, he is ridiculous”</p> <p>T: Well today we are going to talk about love. But tell me, when two persons are in love what do they do to be together?</p> <p>T: Right, and when they are married. What do they do?</p> <p>T: In that case, we say that they had sexual intercourse. So we are going to talk about “love and sex” today.</p> <p>(The teacher writes some vocabulary items and the title on the board)</p> <p><b><u>On the board</u></b></p> <p><u>To be in love</u>: to feel something special to someone.</p> <p><u>To have a sexual intercourse with someone</u>: to make love with someone.</p> <p><u>To be married</u>: to be engaged.</p> <p><u>To be pregnant</u>: to have a baby in the womb.(a woman)</p> <p>T: Take all these in your copy book. You take this text also. It is a letter.</p> <p>(The teacher writes the text on the board)</p> <p><b><u>The letter</u></b></p> <p>Dear Katy,</p> <p>I have been going out with Tom for 2 years now, and we are</p> | <p>Ls: Yes.</p> <p>Ls: hafahafa/ mampiomehy.</p> <p>Ls: They get married.</p> <p>Ls: They have babies.</p> <p>(Learners take notes)</p> |

|       |  |   |
|-------|--|---|
|       | <p>planning to get married. We share a lot of interests, and have enormous fun together. I know that we would have a good and stable marriage.</p> <p>Last autumn, however, we had a few problems. I was working abroad for a month, and shortly after I left, Tom wrote to me saying that he had been out with his ex-girlfriend a few times. He said they were just friends, but I was quite upset. About this time I met Alan, who was working on the same project as me. I was very, very attracted to him, and we began going out together. He is obviously very much in love with me, and I am in love with him too, in a way.</p> <p>Now Tom knows that I went out with him but he does not know how deep our love is (me and Alan). When I came back, Tom and I discussed about the relationship between him and his ex. I was impressed because he swore he loves me and had decided to get married with me. I have noticed that I still love him. But I love Alan too. He has already proposed marriage also.</p> <p>I don't know what to do. Please help me taking a decision. I don't want to make a mistake choosing a husband.</p> <p style="text-align: center;">Linda.</p> |   |
| 9:46  | <p>(After 25 minutes)</p> <p>T: Have you finished?</p> <p>T: Now read the text silently. Try to understand the text.</p>   | <p>Ls: Yes.</p> <p>(Learners read the text)</p>   |
| 9:57  | <p>(After 10 minutes)</p> <p>T: Now, I want a volunteer to read the text.</p> <p>T: Ok! You.</p>   | <p>(Many learners volunteered but the teacher choose one girl only)</p> <p>(The girl read the text)</p> |
| 10:03 | <p>T: Thank you. Here are the questions. Take them. Try to answer them.</p> <p><b><u>Questions.</u></b></p> <p>I- <u>Find in the text</u></p> <p><u>the synonyms of:</u></p> <p>remarked =</p> <p>bet =</p> <p><u>the antonyms of:</u></p>   | <p>(Learners take and try to answer to the questions in their copy book)</p>                            |
|       |  | <p>(Learners work in pairs but we have remarked that there was some confusion)</p>                      |

|              |  |  |
|--------------|--|--|
| <p>10:25</p> | <p>boyfriend/=</p> <p>stopped ≠</p> <p>II- <u>Choose the best answer.</u></p> <p>a)- Linda loves</p> <p>-Tom more than she loves Alan.</p> <p>-Tom as she loves Alan.</p> <p>-Tom more than anyone else.</p> <p>b)- Tom said:</p> <p>-He will kill Alan.</p> <p>-He will love Linda</p> <p>-He will get married to Linda.</p> <p>III- <u>True or false</u></p> <p>-Katy has been with Tom for 2 years now.</p> <p>-Tom betrayed Linda.</p> <p>- The love Linda feels for Alan is a weak one.</p> <p>IV- <u>Answer to the questions.</u></p> <p>Why is Linda confused?</p> <p>Where did Alan and Linda meet?</p> <p>What happened when Linda came back and see Tom?</p> <p>What does Linda ask Katy to do?</p> <p>_____</p> <p>T: Now let us correct the exercise.</p> <p>T: We start with you. Go to the board and write the synonym of “remarked”.</p> <p>(The teacher always point at some learners to answer the questions)</p> | <p>( Learners ready themselves to answer the questions)</p> <p>(The learners were more concentrated and followed the correction)</p> |
|--------------|--|--|

|       |  |   |
|-------|--|---|
| 10:40 | <b><u>Production</u></b><br>What would you do if you were Linda?   | (The activity pleased the learners but they speak Malagasy during the task) |
| 10:50 | Discuss in pairs.<br>T: Now tell me what would you say to Linda?   |   |
|       | (Teacher try to help the learners to express themselves)   |   |
| 11.00 | (The teacher recapitulates the learners ideas on the board)<br>T: Now take this as a correction.<br>(The bell rings) |   |
|       |  | (Learners take notes)   |

## **OBSERVATION N°02**

**Date:** 03 / 04/ 09

**Duration:** 1 hour.

**Title:** Talking about fashion

**School:** Lycée Jean Joseph Raberivelo

**Class:** Seconde 1

**Number of learners:** 47.

**Didactic materials:** Chalk, sponge, Black board, Clothing list.

| Timing | Teacher's activities  | Learners' activities  |
|--------|---|---|
| 7. 10  | <b><u>The roll call</u></b><br>T: Remind me. What question do we ask when we want to know the price of something?<br>T: Good.<br>T: Look at these pictures. What can you see?<br>T: And what is this one? | Ls: How much is it?<br><br>Ls: Skirt, shoes, dress.<br><br>Ls: No answer. |

|                    |  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
|--------------------|--|--|---------------|--------------------|--------------|---------|------------------|-------------|--------------------|----------|-----------------------|-----------|----------------|------------|------------|--------------|-------------|--------------|---------|---------|---------|----------|---------|-----------|-------------------|--|
| 7.15               | <p>T: This is a belt. You put it with your pants or trousers. Do you understand?</p> <p>T: Today we are going to talk about Fashion.<br/>(Teacher writes the title on the board)</p> <p>T: Here is the list of the things you need to know.<br/>(Teacher writes the list on the board)</p> <p><b><u>On the board</u></b></p> <p><u>Clothing list.</u></p> <table data-bbox="277 712 970 1164"> <tr> <td>A blouse</td> <td>A winter coat</td> </tr> <tr> <td>A pair of trousers</td> <td>A long skirt</td> </tr> <tr> <td>A skirt</td> <td>An evening dress</td> </tr> <tr> <td>A tee shirt</td> <td>A swimming costume</td> </tr> <tr> <td>A jacket</td> <td>A winter sports cloth</td> </tr> <tr> <td>A sweater</td> <td>A summer dress</td> </tr> <tr> <td>A pullover</td> <td>A skin-top</td> </tr> </table> <p>Bell-button trousers: (pantalon à taille haute)</p> <p><b><u>Others</u></b></p> <table data-bbox="277 1335 954 1644"> <tr> <td>Tennis-shoes</td> <td>Skate-board</td> </tr> <tr> <td>Basket-shoes</td> <td>Rollers</td> </tr> <tr> <td>Sandals</td> <td>Dancing</td> </tr> <tr> <td>Lipstick</td> <td>Singing</td> </tr> <tr> <td>Eyeliners</td> <td>DVD – VCD players</td> </tr> </table> <p>Computers</p> | A blouse                                     | A winter coat | A pair of trousers | A long skirt | A skirt | An evening dress | A tee shirt | A swimming costume | A jacket | A winter sports cloth | A sweater | A summer dress | A pullover | A skin-top | Tennis-shoes | Skate-board | Basket-shoes | Rollers | Sandals | Dancing | Lipstick | Singing | Eyeliners | DVD – VCD players | <p>Ls: Yes.</p> <p>(Learners make noise)</p> |
| A blouse           | A winter coat  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A pair of trousers | A long skirt   |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A skirt            | An evening dress   |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A tee shirt        | A swimming costume   |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A jacket           | A winter sports cloth  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A sweater          | A summer dress   |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| A pullover         | A skin-top   |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| Tennis-shoes       | Skate-board  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| Basket-shoes       | Rollers  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| Sandals            | Dancing  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| Lipstick           | Singing  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| Eyeliners          | DVD – VCD players  |  |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |
| 7.35               | <p>T: Now take notes.</p> <p>T: Now listen to me. I'm going to tell you a name of clothes and you point at someone wearing the clothes. Do you understand?</p>   | <p>(Learners take notes)</p> <p>Ls: Yes.</p> |               |                    |              |         |                  |             |                    |          |                       |           |                |            |            |              |             |              |         |         |         |          |         |           |                   |  |

|      |   |  |
|------|---|--|
|      | (Teacher uses gestures when she gives the instruction)<br>T: Skirt.<br>T: T-shirt.<br>T : Belt<br>T: Swimming costume.<br>T: Right.   | (Learners listen to the teacher and participate in the game; some learners are just looking around; some are laughing because they do not find anyone who shows her or his belt) |
| 7.45 | T: Now work in pairs. Tell your friend what clothes you want to buy. Tell her why do you like them.<br><br>(Teacher writes the instruction on the board)<br><br>T: I give you five minutes. | (Learners are laughing when the teacher says Swimming costume)<br><br>(Learners make noise )   |
| 7.55 | T: Time is up. Come here and do it in pairs. One ask questions and one will answer to the questions.<br><br>T: Come here.   | (One group volunteered)  |
| 7.58 | T: Thank you. The bell rings so see you tomorrow.   | (Learners are in hurry to go out)  |

### **OBSERVATION N°03**

**Date:** 26/ 02/ 09.

**Duration:** 2 hours

**Title:** Sports.

**School:** Lycée Moderne Ampefiloha

**Class:** Seconde 3

**Number of learners** 50

**Didactic materials:** Chalk, sponge, Black board, text.

| Timing | Teacher's activity  | Learners' activity |
|--------|---|--------------------|
| 9h 19  | (Teacher introduced us to the learners and explained why we were there.)<br><br>(Teacher gives back some learners' punishment ) |                    |

|              |  |   |
|--------------|--|---|
| <p>9h 22</p> | <p>T: If I say Njakatiana, we talk about what?</p> <p>T: Yes, we talk about music. He is a singer.</p> <p>T: And if I say Annick Noah. We talk about what?</p> <p>T: We talk about sports. He is a famous tennis player.</p> <p>T: What do you want to talk about? Tell me.</p> <p>T: Ok. What is good when you are a famous singer?</p> <p>T: Is having a car enough to be happy in life.</p> <p>T: If you are not in good health, can you drive your car?</p> <p>T: I am not sure that you can. So let us talk about sports because when we do it we are healthy and can, do whatever we want. Our lesson today is sports.</p> <p>T: I need someone to write the date and the title of our lesson on the board.</p> <p>T: I always give you mark on your handwriting so mind it.</p> <p>T: Now give me examples of sports.</p> <p>(Teacher writes them on the board)</p> <p>T: Now, what kind of sport is football?</p> <p>T: Yes, you play it in a team and you call it “collective sports”. You cannot play it alone.</p> <p>T: So, now give me other examples of collective sports.</p> <p>T: And how do you call sports that you play alone?</p> | <p>Ls: Song.</p> <p>Ls: No answer</p> <p>Ls: singer</p> <p>Ls: You are rich, you have cars.</p> <p>Ls: Yes/ No</p> <p>Ls: No</p> <p>(A learner volunteered)</p> <p>(Learners give names of sports)</p> <p>Ls: football</p> <p>Ls: Collective sports</p> <p>(Learners give examples of collective sports)</p> <p>Ls: Individual sports</p> |
| <p>9h 35</p> | <p>T: Yes, individual sports.</p> <p>T: Can you give example?</p> <p>(A girl came to the front to talk to the teacher: “I cannot see what is written on the board». The teacher suggests her to move)</p> <p>T: Right. Tennis is an individual sports. Do you know Yannick Noah? He is a famous tennis player. He plays lawn tennis. There are two kinds of tennis, what are</p>   | <p>Ls: tennis</p> <p>Ls: lawn tennis and table tennis.</p>  |

|        |  |   |
|--------|--|---|
| 9h 42  | <p>they?</p> <p>T: Good.</p> <p>(The teacher uses translation (to French) to explain the two kinds of tennis)</p> <p>(The teacher uses elicitation to get from the learners all the categories of sports and write them on the board.)</p> <p>T: Can you play boxing in the stadium?</p> <p>T: And can you practice running inside your house?</p>   | <p>Ls: No</p> <p>Ls: No</p>   |
| 9h 50  | <p>T: Right so, there are sports that we can practice indoor that are inside the house and there are sports that we can practice outdoor that are outside.</p> <p>T: Do we use our body when we play chess?</p> <p>T: What do we use then?</p> <p>T: Well it is not exactly our head it is our brain “Cerveau” in French. In that case we practice a cerebral sport.</p> <p>T: Now, what is the difference between boxing and classic dancing?</p>   | <p>Ls: No</p> <p>Ls: You use your head</p> <p>Ls: No answer</p>                                   |
| 10h 00 | <p>T: Well, boxing is rather a hard sport. You need to be very active – teacher does some gestures to show it. And classic dancing is rather soft- teacher does some gestures to show it. Do you understand the difference?</p> <p>T: There are also dangerous sports and natural sports. Can you give me example of these two kinds of sports please?</p> <p>T: Good. And if the sport is not natural, how do you call it?</p> <p>T: It is not artificial but virtual. Like your PS2 and so on. (The teacher have written the different kinds of sports on the board)</p> | <p>Ls: Yes</p> <p>Ls: Catch is dangerous and walking is natural.</p> <p>Ls: artificial sports</p> |

|               |  |   |
|---------------|--|---|
| <p>10h 12</p> | <p><b><u>On the board.</u></b></p> <ul style="list-style-type: none"> <li>➤ Collective sports</li> <li>➤ Individual sports</li> <li>➤ Virtual sports</li> <li>➤ Indoors sports</li> <li>➤ Outdoors sports</li> <li>➤ Physical sports</li> <li>➤ Cerebral sports</li> <li>➤ Natural sports</li> <li>➤ Soft sports</li> <li>➤ Hard sports</li> </ul> <p>T: Now I want you to write examples of sports for each category. Come on please.</p> <p>(Teacher point at the box of chalk).</p>   | <p>(Learners rush to get a piece of chalk and write examples on the board – the class was very lively)</p> <p>(Learners follow and participate in the correction)</p> |
| <p>10h 05</p> | <p>T: Now, let us see if everything is correct. Take a chalk and go to the board.</p>  | <p>(Learners go out for a break)</p>  |
| <p>10h 15</p> | <p>(The teacher correct what the learners have written on the board and she always asks the learners if they agree before correcting the errors)</p> <p>T: Look at this example. You do not say “go on foot” but you say “Walking” or “jogging” because we talk about sports.</p> <p>The bell rings → (Break)</p> <p>(After the break)</p> <p>T: Now take notes and take this text in your copy book</p> <p>(Teacher write the text on the board)</p> <p><b><u>Text:</u></b></p> <p><b><u>SPORTS</u></b></p> <p>Many people’s favorite hobby is sport. They spend much of their time playing team games like football or practicing an individual sport like running or swimming. People usually practice a sport for at least</p> | <p>(Learners look at the board and take notes)</p>  |

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|---------------|--|------------------------------|
| <p>10h 25</p> | <p>two reasons. They enjoy it or they need to keep fit.</p> <p>But sport is not just for participants. It's for spectators too. Millions of people all over the world spend hours every week watching matches on television, or at stadiums. In fact, interest in sport is great and professional tennis players or football players can earn a lot of money for being excellent at their sports. People enjoy being "fans" or supporters of one team.</p> <p>Of course, spectators particularly enjoy watching international matches. The football World Cup attracts more and more spectators all over the world.</p> <p>(The teacher reads the text, ask the students to read it in group and then individually, then asks some students to read each paragraph one by one. The teacher asks the students to repeat difficult words)</p> <p>T: Now here are the questions take them and do the exercise.</p> <p><b><u>Questions</u></b></p> <p><u>I- Find in the text</u></p> <p>a) <u>the synonym of</u></p> <p>Collective sports =</p> <p>b) <u>The opposite of</u></p> <p>Hate #</p> <p><u>II- Choose the correct answer</u></p> <p>1- a ) games do not interest participants and spectators.</p> <p>b) games only interest participants.</p> <p>c) games are for participants and spectators.</p> <p>2 – People enjoy being fans. Means</p> <p>a) people like supporting players</p> <p>b) People enjoy laughing at players</p> | <p>(Learners take notes)</p> |
|---------------|--|------------------------------|

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| 10h 35 | <p>c) People don't enjoy encouraging players.</p> <p><u>III- Answer the following questions</u></p> <p>1- What do people like best?</p> <p>2- What do most people do during their spare time?</p> <p>3- Do people like sports?</p> <p>4- Why do people practice sports? Give as many reasons as you can?</p> <p>(Teacher is moving around to monitor the learners )</p> <p>T: Now let us correct the exercise.</p> <p>➤ In the exercise N° II the teacher asks for justification.</p> <p>➤ We say people like <b>sport</b> <b>best</b></p> <p style="text-align: center;">Object + adjective</p> <p>T: Now take the correction.</p> | <p>(Learners participate in the correction)</p> <p>(Learners seem confused and tired)</p> <p>(Learners take the correction)</p> |
| 10h 45 | <p>T: Clean the board now. We are going to play a game. I will write a name of sport on your back and you have to find it. You have the right to ask three questions to the class in which they have to answer YES or NO only. They answer: Yes, it is. No, it isn't.</p> <p><u>On the board</u></p> <p>Start your question by -Are.....?</p> <p style="text-align: center;">-Do.....?</p> <p style="text-align: center;">-Is it....?</p>   | <p>(Learners repeat the names of sports)</p> <p>(One learner volunteered)</p>   |
| 10h 55 | <p>T: Before we start playing the game can you repeat the different types of sports?</p> <p>T: Now I need one volunteer to come here.</p> <p>(The teacher pins a name of sport on the back of the student)</p> <p>(teacher asks several learners to come to the front to play the game)</p>   |   |

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|  | (Teacher writes one sentence on the board and underlines “usually”)<br><br>(The bell rings) |  |
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**OBSERVATION N°04**

**Date:** 02/03/09.

**Duration:** 2 hours

**Title:** Environment

**School:** Lycée Jean Joseph Raberivelo.

**Class:** Seconde 5

**Number of learners:** 50

**Didactic materials:** Chalk, sponge, Black board, text.

| Timing | Teacher’s activities  | Learners ’ activities   |
|--------|---|---|
| 7.05   | <b><u>The roll call.</u></b>  |   |
| 7.10   | T: What is cholera?<br><br>T: Yes, it is a disease. Can you tell me why this kind of disease happens?<br><br>T: What do people do to make cholera happen?<br><br>T: Right. People are dirty. When do we say that people are dirty?<br><br>T: That is French; in English you say: “garbage tank”<br><br>T: What is destroyed when people have no garbage tank? Is the air good to breathe?<br><br>T: So. When the air is polluted what is destroyed?<br><br>T: Very good. Today we are going to learn about the environment.<br><br>(The teacher writes the date and the title of the lesson on the board)<br><br>T: And here is a text talking about the pollution of our | Ls: It is a disease.<br><br>Ls: No answer.<br><br>Ls: People are dirty.<br><br>Ls: When they have no “bac à ordure.”<br><br>Ls: No.<br><br>Ls: The environment. |

|      |   |  |
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| 7.17 | <p>environment. I copy it in the board and you take it in your copy book.</p> <p><b><u>Litter is a problem in our cities.</u></b></p> <p>Litter is garbage-like food, paper, and cans-on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and it spoils the view.</p> <p>The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.</p> <p>Litter is a health problem, too. Food and garbage bring animals, which sometimes carry disease.</p> <p>Some people want to control litter. They never throw litter themselves, and sometimes they work together in group to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on the streets. They usually pay a fine, and occasionally they go to jail.</p> <p>Two famous sayings in the United States are: "Don't be a litter-bug" and "Every litter bit hurts!"</p> | (Learners take notes and the one who have finished make noise)                                   |
| 7.40 | <p>(After copying the text on the board, the teacher went out for 5 minutes)</p> <p>T: Have you finished?</p> <p>T: Now listen to me; I'm going to read the text.</p> <p>(Teacher reads the text)</p> <p>T: I want five people to read the text. One person for each paragraph. Yes, who'd like to try?</p> <p>T: Ok. Because there are only three people, you read the first paragraph; you read the second and the third paragraph, and you the two last paragraphs.</p>  | <p>Ls: Yes.</p> <p>(Learners listen to the teacher)</p> <p>(Only three learners volunteered)</p> |
| 8.15 | <p>T: Good.</p> <p>T: Now here are the questions. Take them in your copy book</p>   | <p>(The three learners read the text)</p>  |

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| <p>8.25</p> <p>8.40</p> | <p>also.</p> <p>(Teacher writes the questions on the board)</p> <p>T: Now. Try to answer these questions. You can discuss in pairs but in the exam, remember, you work alone.</p> <p>T: I did not say you are at the market. I said work in pairs. Stop this disturbing noise.</p> <p>(After 15 minutes)</p> <p>T: Finished?</p> <p>T: I give you five minutes more.</p> <p>(After 5 minutes)</p> <p>T: Now let us correct the exercise.</p> <p>(The teacher comes to one learner's desk, then she speaks to him)</p> | <p>(Learners take the questions)</p> <p>(Learners make noise)</p> <p>(Learners speak in a low voice)</p> <p>(Learners become noisy)</p> <p>Ls: Not yet.</p> <p>(Learners seem ready to take notes with their pens)</p> |
| <p>8.55</p> <p>8.59</p> | <p>T; You began. When you have finished give the chalk to someone you want.</p> <p>(The correction)</p> <p>(The teacher insists in a boy who refused to go to the board. She designate someone else because the boy never dare to go to the board)</p> <p>(The ball rings)</p>  | <p>(The other learners listen to what the teacher said to the boy)</p> <p>(Some learners refused to go to the board)</p>   |

**OBSERVATION N°05**

**Date:** 09/ 03/ 09

**Duration:** 2hours

**Title:** Jobs and professions

**School:** Lycée Andoharanofotsy

**Class:** Seconde 4

**Number of learners:** 51

**Didactic materials:** Chalk, sponge, Black board, dialogue.

| Timing | Teacher's activities  | Learners t' activities                              |
|--------|---|---|
| 2:08   | <b><u>The Roll call.</u></b>  |   |
| 2.10   | T: What did we do last time?<br><br>T: We have learned about "Shopping" but today we are going to see something else.<br><br>T: Look at this dialogue and try to understand the story.  | LS: Shopping<br><br>(Learners look at the dialogue) |
| 2.15   | (Teacher writes the dialogue on the board)<br><br><u>Dialogue:</u><br><br><u>Clerk:</u> May I help you?<br><br><u>Customer:</u> Yes, please. I have a pain in my side, an ache in my stomach, and a headache. I need pill, an aspirin or a painkiller...something fast.<br><br><u>Clerk:</u> I'm sorry, but that's not my job. That's Mr. Brown's job. He's the head pharmacist.<br><br><u>Customer:</u> May I see Mr. Brown, please?<br><br><u>Clerk:</u> I'm sorry Mr. Brown is busy. He's on the phone.<br><br><u>Customer:</u> Then his helper.<br><br><u>Clerk:</u> She's busy too. Please wait.<br><br><u>Customer:</u> Oh, no.<br><br><u>Clerk:</u> Oh, here's Mr. Brown.<br><br><u>Mr. Brown:</u> May I help you.<br><br><u>Customer:</u> I have a pain in my side, an ache in my stomach, and a headache. Please give me a pill.<br><br><u>Mr. Brown:</u> That isn't my job. I'm not a doctor I'm a pharmacist. Dr; Saunders has an office next to us. His address is 215, Grand avenue. Come back with the prescription. We can help you. |   |
| 2.30   |   |   |

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| <p>2.42</p> | <p>T: What is the title of our lesson according to you?</p> <p>T: Good. (Teacher writes the title on the board)</p> <p>T: I want volunteers to practice and read the dialogue.</p>  | <p>Ls: Jobs and professions.</p> <p>(Some learners volunteered and read the dialogue in pairs)</p>                                   |
| <p>2.45</p> | <p>T: What are the words that you do not know the pronunciation?</p> <p>T: Ok. Now repeat after me.</p> <p>(Teacher makes the learners repeat some words)</p> <p>T: So this is the dialogue. Now I ‘m going to write the questions, you can take the dialogue and the questions in your copy book. Do not talk, close your mouth and write.</p> <p><b><u>Questions</u></b></p> <p><b>A- <u>Vocabulary</u></b></p> <p>1- <u>Find in the text</u></p> <p>A words or group of words having the same meaning as</p> <p><u>a client =</u></p> <p><u>Work =</u></p> <p><u>ill =</u></p> <p><u>assistant =</u></p> <p><u>the opposites of:</u></p> <p><u>slow ≠</u></p> <p><u>free ≠</u></p> <p>2- <u>Choose the correct answer:</u></p> <p>“A painkiller” means:</p> <p style="padding-left: 40px;">a) a person who kills someone</p> <p style="padding-left: 40px;">b) Medicine used for removing a removing pain.</p> | <p>(Learners say many words from the dialogue in choral)</p> <p>(Learners repeat after the teacher)</p> <p>(Learners take notes)</p> |

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| <p>3.10</p> <p>3.30</p> <p>3.50</p> <p>3.55</p> | <p>c) an illness</p> <p>“A pharmacist is:      a) a doctor<br/>   b) a telephonist<br/>   c) a chemist</p> <p><b>B- <u>Say if these statements are “true” or “False”.</u></b></p> <p>1- A patient enters the chemist’s .....</p> <p>2- The person has a sore throat.....</p> <p>3- Mr. Brown is the boss.....</p> <p><b>C- <u>Give full answers to these questions</u></b></p> <p>1- What is the clerk’s job?</p> <p>2- Can he examine the sick person? Why or why not?</p> <p>3- What does Mr. Brown ask him to do?</p> <p>4- When can Mr. Brown help him?</p> <p>T: When you have finished, answer to the questions. You can do it with your friends but do not make too much noise.</p> <p>(After 20 minutes)</p> <p>T: Have you finished?</p> <p>T: Let us do the correction.</p> <p>T: Who wants to answer to the first question?</p> <p>(The teacher asks learners who volunteered and write their answers on the board)</p> <p>T: I do not have a job. I want to get one. Work in pairs and tell me all the things I have to do to get a job. Do it now.</p> <p>( The bell rings)</p> <p>T: Oh, it’s time. You do it at home and we correct it next time. Ok?</p> | <p>(Learners work and make loud noise)</p> <p>Ls: Yes.</p> <p>(A learner raises her hand)</p> <p>(Learners participate in the correction and the correction at the same time)</p> <p>(The learners don’t even listen to her)</p> |
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## **OBSERVATION N°06**

**Date:** 12/ 03/ 09

**Duration:** 1 hour

**Title:** Jobs and professions

**School:** Lycée Jean Joseph Rabearivelo.

**Class:** Seconde 3

**Number of learners:** 50.

**Didactic materials:** Chalk, sponge, Black board, dialogue.

| Timing | Teacher's activities  | Learners' activities  |
|--------|---|---|
| 11.02  | <p><b><u>The roll call</u></b></p> <p>T: Yesterday I went to a restaurant. I entered the restaurant, I stayed at a table then a man came to ask me what I want to order. How do we call this man?</p> <p>T: Yes. What kind of word is waiter?</p> <p>T: You are right; Waiter is a name of job. Our lesson is today is jobs and professions.</p> <p>T: Do we need a job?</p> <p>T: Why?</p> <p>T: What should we do to get a job?</p> <p>T: And where can we find a job?</p> <p>T: Yes, in the newspaper. What else?</p> <p>T: Yes. You say "on T.V".</p> | <p>(Learners listen to the teacher)</p> <p>Ls: a waiter.</p> <p>Ls: Work, Job, Profession.</p> <p>Ls: Yes.</p> <p>Ls: Because we need money.</p> <p>Ls: We should search.</p> <p>Ls: In the nouvelle.</p> <p>Ls: In TV.</p> |
| 11.11  | <p>T: Now here is a dialogue between Bryan, Alice and Carol. They talk about jobs. Please take it in your copy book.</p> <p>(Teacher writes the dialogue on the board)</p> <p><b><u>Dialogue</u></b></p> <p><b><u>A:</u></b> What's your job?</p> <p><b><u>B:</u></b> I'm a waiter</p>  | <p>(Learners take notes)</p>  |

|       |  |  |
|-------|--|--|
|       | <p><b>C:</b> But what does a waiter do?</p> <p><b>B:</b> I serve meals in a restaurant. And you, what's your job?</p> <p><b>C:</b> I am between jobs</p> <p><b>A:</b> Why don't you apply for a job then?</p> <p><b>C:</b> I'm having an interview for it tomorrow afternoon.</p> <p><b>B:</b> You can also fill up an application form at the new KNIT factory: They need many employers.</p> <hr/>     |  |
| 11.25 | <p>T: Now I want three volunteers to read the dialogue. If there is no volunteer, I am going to point at someone. Yes Sarindra is going to be Alice, Liva is Carol, Rado is Bryan. Come on.</p> <p>(When the three learners read the dialogue, the teacher always interrupt them)</p>  | <p>(Sarindra , Liva and Rado read the dialogue)</p> <p>(Sarindra, Liva and Rado are confused)</p>  |
| 11.30 | <p>T: Ok. Listen to me first. So that you can read it with the right pronunciation, rhythm and intonation.</p> <p>(Teacher read the dialogue)</p>  | <p>(Learners listen to the teacher)</p>  |
| 11.36 | <p>T: Now, repeat after me.</p>  | <p>(The learners were reluctant at the beginning but they enjoyed reading the dialogue when the teacher makes them read the dialogue for the second time.)</p> |
| 11.40 | <p>T: Very good. Who'd like to try to read it now?</p> <p>(After some performances)</p> <p>T: Right. Now here are some questions. Take them please.</p> <p><u>Questions.</u></p> <ul style="list-style-type: none"> <li>- What does Bryan do?</li> <li>- When Bryan is at work. What foese he really do?</li> <li>- What is the job of Carol?</li> <li>- What does Alice suggest Carol to do?</li> </ul> | <p>(Many learners raise their hands.)</p> <p>(Learners take notes)</p>   |

|       |   |  |
|-------|---|--|
|       | <ul style="list-style-type: none"> <li>- What does Carol have on the next day?</li> <li>- What is KNIT?</li> <li>- What does Bryan suggest Carol to do?</li> </ul> <hr/> <p>T: You can answer them two by two. You have ten minutes.</p>  |  |
| 11.45 | <p>T: Yes, ten minutes is enough. You have to work.</p> <p>(Teacher moves around)</p>   | <p>Ls: No.</p> <p>Ls: No</p> <p>(Learners work in pairs)</p>   |
| 11.55 | <p>T: Have you finished?</p> <p>T: Let us correct now. We have seven questions. So this is the way we are going to answer to the questions. I write your numbers in papers and all of you must be ready to answer. I take one number from my bag and he or she answer to the question number one and we continue this way till the last question.</p> <p>Do you understand?</p> | <p>(When the teacher passes through, the learners work and try to do the exercise)</p> <p>(The learners I are laughing, exited and ready themselves to answer)</p> |
| 11.59 | <p>(When the students to whom the number belong does not know how to answer to the question or does not reformulate well the answer, the teacher ask her or his partner t for help)</p> <p>(The bell rings)</p>   | <p>Ls: Yes. (in a very loud voice)</p> <p>(The class was lively)</p>   |

**Detailed lesson plans on the experimentation.**

**Appendix N°03**

**Experimentation N°01**

**1 -Dialogue about love – “I want you Fiona”**

**Charles:** Please marry me, Fiona, I want you, I need you, I love you

Fiona: I'm sorry Charles, but I can't.

Charles: Oh, Fiona Why not?

Fiona: Well, Charles, I like you..... I like you a lot..... but I don't love you

Charles: But Fiona, love isn't everything.

Fiona: Oh, Charles, you don't understand.....for me love is everything.

Charles: Do you love another man Fiona?

Fiona: Yes, Charles, I do,.....James

Charles: Not James Milton!

Fiona: Yes, James Milton

Charles: But he doesn't want you. He's engaged

Fiona: I know.

Charles: But Fiona, James isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A big house?

Fiona: No, Charles, I don't want those things. I only want James.

Source: "USING FUN TECHNIQUES TO TEACH in Classe de seconde" by RASOLONAIVO Rojoniaina Andriamanasina – CAPEN Dissertation number 245. Appendix number 15. 2010.

**Date**: 15/05/13

**Duration**: 1h30mn

**Title**: Love and sex. (UNIT 5: SEX AND DISEASES.)

**School**: Lycée Moderne Ampefiloha

**Class**: Second 05.

**Number of learners**: 51

**Specific objective**: Learners will be able to talk about love problems.

**General objective**: Learners will be able to talk about love and sex.

**Didactic materials**: dialogue in strips, role cards.



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| <p>Teacher asks the learners what the other reasons why people love each other are.</p> <p>Teacher helps the learners to group the reasons into three groups: people's appearance, types of personality and others.</p> <p><u>Step 8</u></p> <p>Teacher asks the learners to take notes.</p> <p>Teacher asks the learners work in pairs and to build a dialogue between them.</p> <p>Teacher shares role cards to each pair.</p> <table border="1" data-bbox="165 770 740 1133"> <tr> <td data-bbox="165 770 740 954"> <p style="text-align: center;"><b>A</b></p> <p>You ask your friend why does he/she love his/her boyfriend</p> </td> <td data-bbox="165 954 740 1133"> <p style="text-align: center;"><b>B</b></p> <p>You tell your friend what the reasons why you love your boyfriend/girlfriend are.</p> </td> </tr> </table> <p><u>Step 9</u></p> <p>Teacher asks for volunteers to perform their dialogue in front of the class.</p> | <p style="text-align: center;"><b>A</b></p> <p>You ask your friend why does he/she love his/her boyfriend</p>                        | <p style="text-align: center;"><b>B</b></p> <p>You tell your friend what the reasons why you love your boyfriend/girlfriend are.</p> | <p>Learners' answer: personality, kindness, handsome, helpful, richness.</p> <p>Learners listen to the teacher.</p> <p>Learners take notes.</p> <p>Learners work in pairs.</p> <p>Learners read the role card and build the dialogue according to it.</p> <p>Some volunteers perform in the front of the class.</p> |
| <p style="text-align: center;"><b>A</b></p> <p>You ask your friend why does he/she love his/her boyfriend</p>   | <p style="text-align: center;"><b>B</b></p> <p>You tell your friend what the reasons why you love your boyfriend/girlfriend are.</p> |  |   |

Appendix N°04

**Experimentation N°02**

**2- Dialogue about people at work: He works in a hotel**

Rachel: Where does your brother work?

Angela: In a hotel.

Rachel: Oh, really? My brother works in a hotel, too. He's a front desk agent.

Angela: How does he like it?

Rachel: Not very much. He doesn't like the manager.

Angela: That's too bad. What hotel does he work for?

Rachel: The plaza.

Angela: That's funny. My brother works there too.

Rachel: Oh, that's interesting. What does he do?

Angela: Actually he is the manager.

Source: Interchange- Intro Student's Book 1. JACK F. Richards with JONATHAN, Contributors: HULL & Susan PROCTOR. , Third edition, Cambridge University Press, Page 51, 2005.

### **IDENTIFICATION SECTION**

**Date**: 22/ 03 /13

**Duration**: 1h30mn

**Title**: People at work

**School**: Lycée Jean Joseph Rabearivelo

**Class**: Second 8.

**Number of learners**: 48

**Specific objective**: Learners will be able to name different kinds of work, talk about problems between boss and employee.

**General objective**: Learners will be able to talk about people and their work.

**Didactic materials**: dialogue, type, cassette, picture of two women having discussion.

### **TEACHING PROCEDURES**

| <b><u>Teacher's activities</u></b>                              | <b><u>Learners' activities</u></b> |
|---|------------------------------------|
| <u>Step 1</u><br>Teacher calls the roll.<br>Pre-speaking (10mn) | Learners respond to the roll call. |
| <u>Step 2</u><br>Teacher shows a picture of two women who talk  |                                    |

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| and asks the learners what they are talking about.   | Learners answer.   |
| <u>Step 3</u>  |  |
| Teacher asks the learners to listen to the dialogue so that they know what they are talking about.                 | Learners listen to the dialogue.   |
| Teacher plays the dialogue till the end (twice).   |  |
| <u>Step 4</u>  |  |
| Teacher asks the s learners what the dialogue is about.  | Learners answer according to what they heard..                           |
| <u>Step 5</u>  |  |
| Teacher plays the dialogue again and stops it from time to time.   | Learners listen to the dialogue again.                                   |
| <b><u>While-speaking. (35mn)</u></b>   |  |
| <u>Step 6</u>  |  |
| Teacher asks the learners again what the two women are talking about.  | Learners answer according to what they heard: work, job, hotel, manager. |
| <u>Step 7</u>  |  |
| Teacher asks the other learners to agree or disagree with what their mate say.                                     | Learners participate.  |
| <u>Step 8</u>  |  |
| Teacher plays the dialogue and asks the learners to repeat each sentence after her.                                |  |
| Teacher gives the script of the dialogue   | Learners repeat after the teacher.                                       |
| <u>Step 9</u>  |  |
| Teacher asks the learners to take notes.   |  |
| <u>Step 10</u>   |  |
| Teacher asks the learners to stand up and uses the erasing system so that the learners know the dialogue by heart. | Learners copy the dialogue.  |
| <u>Step 11</u>   |  |
|  | Learners stand p and follow the teacher's instruction.                   |

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| <p>Teacher asks for volunteers to perform the dialogue.</p> <p><b><u>Post-speaking. (45mn)</u></b></p> <p><u>Step 12</u></p> <p>Teacher asks the learners to work in pair and to continue the dialogue according to their expectations.</p> <p><u>Step 13</u></p> <p>Teacher asks for volunteers to perform what they have written in their copybooks.</p> <p><b><u>Step 14 : Game</u></b></p> <p>Teacher asks the learners to work in group of three and to reorder the following group of letters in order to have different names of jobs.</p> <p>Teacher says that the first group who find all the words will receive some reward.</p> <p>OKOC – TNTSIDE – TORCOD – YWAERL -<br/> NEREINEG – ATECYRSER –PRECANERT –<br/> USERN – OEMPLICAN– RTWEIR –<br/> HEETRAC – VIREDR. – LOPTI- TIAWER.</p> <p><u>Step 15</u></p> <p>Teacher leads the correction.</p> <p><b><u>Expected answers:</u></b></p> <p>Cook – Dentist – doctor – Lawyer – engineer –<br/> secretary – carpenter – nurse – policeman – writer<br/> – teacher- driver – pilot- waiter.</p> <p><u>Step 16</u></p> <p>Teacher asks the learners what each person does.<br/> Teacher asks the learners to answer his question according the job she mentions.</p> <p><b><u>Example:</u></b></p> | <p>Some learners volunteered.</p> <p>Learners work in pairs.</p> <p>Some learners volunteered</p> <p>Learners work un groups.</p> <p>Learners participate in the correction.</p> <p>Learners rush to answer to the teachers’ question.</p> |
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|---|--|
| <p><u>Teacher:</u> What does a cook do?</p> <p><u>A student:</u> A cook prepares people’s food in a restaurant.</p> |  |
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Appendix N°05

**Experimentation N°03**

3- **Dialogue about “Generation gap”**

Ted: See you later, Mom!

Susan: Where are you going?

Ted: I told Amber I’d **drop by**.

Susan: What are you two going to do?

Ted: Maybe go to the movies or to a party. Our plans are still **up in the air**.

Susan: Why don’t you invite her over here?

Ted: I don’t want to stay here.

Susan: Is Amber the girl with the nose ring and the purple hair?

Ted: Yeah. I’m **crazy about** her!

Susan: She’s not exactly my **cup of tea**.

Ted: **Take it easy** Mom. We’re not **about to** get married.

Source: Adapted from “Speak English like an American” by GILLETT Amy. Language Success Press. United States of America. 2004. Page 33.34.

**IDENTIFICATION SECTION**

**Date:** 09/ 03 /13

**Duration:** 1h 15mn

**Title:** Generation gap

**School:** Lycée Andoharanofotsy

**Class:** Second 8.

**Number of learners:** 48

**Specific objective:** Learners will be able to talk about conflicts that they have with their parents.

**General objective:** Learners will be able to talk about generation gap.

**Didactic materials:** dialogue, picture of a young girl with a nose ring.

## TEACHING PROCEDURES

| <u>Teacher's activities</u>  | <u>Learners' activities</u>   |
|--|---|
| <p><u>Warm-up.</u></p> <p>Teacher calls the role</p> <p><u>Step 1.</u></p> <p>Teacher shows a picture of a girl with a nose-ring and asks the learners to describe the girl.</p> <p><b><u>Expected answers:</u></b> She is tall girl, with white complexion, she has long -straight- blond hair, she puts a nose-ring....</p> <p>Teacher tells the learners that the dialogue they are going to read is about that girl.</p> <p><b><u>Pre-speaking (5mn)</u></b></p> <p><u>Step 2.</u></p> <p>Teacher pins a dialogue with some underlined words on the board and asks the learners to read and to try to understand it.</p> <p><u>Step 3</u></p> <p>Teacher asks the learners to work in pairs and to find the meaning of the underlined words in English.</p> <p>Teacher asks the learners to volunteer and to explain the meaning of each underlined expressions.</p> <p>Teacher leads the correction and tries to use the expressions in other sentences to help learners understand their meanings.</p> <p><b><u>Expected answers:</u></b></p> <p><b><u>drop by:</u></b> to pay a short , often unannounced visit</p> | <p>Learners respond to the roll call.</p> <p>Learners look at the picture and describe it.</p> <p>Learners listen to the teacher.</p> <p>Learners read the dialogue and try to understand the underlined expressions.</p> <p>Learners work in pairs.</p> <p>Learners participate in the correction and listen to the teacher explanation when she intervenes.</p> |

**up in the air:** uncertain

**crazy about:** like very much

**cup of tea:** the type of person or thing that one generally likes.

**Take it easy:** relax

**about to:** going to

**While-speaking (30mn)**

**Step 4**

Teacher asks the learners to practice the dialogue in pairs.

Teacher asks for volunteers to perform the dialogue in the front of the class.

**Step 5**

Teacher shares different role cards to each pair of students. Teacher tells the learners to work in pairs.

**Instruction on the board:**

Student “**B**” try to answer student “**A**”’s questions. Use the questions and the answers written in the cards.

**Example 1:**

A: What are you going to do on your birthday?

B: My plan is still **up in the air.**

**Example 2:**

A: John, I will put my red mini skirt tomorrow. What do you think about it?

B: It’s not my **cup of tea.**

**Example 3:**

A: D’you know what? I broke up with Mark yesterday.

Learners practice the dialogue at their sits.

Some learners volunteered.

Learners receive and read the role cards.

Learners work in pairs.

B: **Take it easy**. You'll find another one.

Step 6

Teacher asks one group to practice one short dialogue at their sits and in a loud voice.

Teacher asks different groups in order to have the whole learners participate in the correction.

Teacher add explanation if needed.

**Post-speaking (40mn)**

Step 7

Teacher asks learners if it has ever happen to them that their parents are against what they do.

Teacher asks the learners to work in pairs and to discuss about it with their friends.

Teacher invites them to ask for help when needed.

Step 8

Teacher circulates and monitors the group works.

Teacher asks the learners to swap the roles.

Teacher asks for volunteers to perform their conversation.

Step 9

Teacher asks the learners what the solutions to the conflict between the parents and the children are.

**Expected answers:** communication and understanding between the two generations.

Learners listen to their mates' performance.

Learners participate when they are asked to.

Learners say "YES".

Learners work in pairs.

Some groups of learners ask for the teacher's help.

Learners follow the teacher's instructions.

Learners volunteered.

Learners raise their hands and express their ideas.

Appendix N°06

**Experimentation N°04**

**4- Dialogue about health**

William: How are you feeling today?

Phil: I don't feel very well this morning.

William: Really? What's the trouble?

Phil: My throat aches terribly.

William: I hope you soon get over it.

Phil: Thanks very much.

William: By the way! I haven't seen Alec lately. How's he?

Phil: As a matter of fact, he's laid up.

William: Oh dear. What's the matter?

Phil: We don't know but we're having the doctor in tomorrow.

William: Tell him I hope he soon feels better.

Phil: That's very kind of you. I'll pass it on.

Source: Functional English and self-expression- Book 4 -Ministry of Education. – Foibe-mpitondran'ny Fampianarana Ambaratonga Faharoa. 1980. Page 260.

**IDENTIFICATION SECTION**

**Date**: 11/ 12 /12

**Duration**: 1h 30mn

**Title**: Health

**School**: Lycée Moderne Ampefiloha

**Class**: Second 8.

**Number of learners**: 48

**Specific objective**: Learners will be able to: ask people's health state, wish people get better.

**General objective**: Learners will be able to talk about health.

**Didactic materials**: role cards, dialogue.

## TEACHING PROCEDURES

| <u>Teacher's activities</u>   | <u>Learners' activities</u>  |
|---|--|
| <p><u>Step 1</u></p> <p>Teacher calls the role.</p> <p><b><u>Warm up(5mn)</u></b></p> <p>Teacher asks the learners who may ask this question: “<i>I need to measure your blood pressure</i>”.</p> <p>Teacher agrees and asks again why people go to see a doctor.</p> <p>Teacher agrees and says that they are going to talk about health.</p> <p><b><u>Pre-speaking (10mn)</u></b></p> <p><u>Step 2</u></p> <p>Teacher asks the learners to fill the dialogue with the words or expressions that he writes on the board.</p> <p>Teacher leads the correction and helps the learners to express their ideas.</p> <p><b><u>While-speaking (30mn)</u></b></p> <p><u>Step 3</u></p> <p>Teacher underlines some expressions in the dialogue and asks the learners to substitute the underlined words in the dialogue with other expressions.</p> <p><u>1-How are you feeling</u></p> <p><u>2-What's the trouble?</u></p> <p><u>3-I hope you soon get over it</u></p> <p><u>4-Tell him I hope he soon feels better</u></p> <p><u>5-That's very kind of you</u></p> | <p>Learners respond to the roll call.</p> <p>Learners say: “a doctor or nurse.”</p> <p>Learners say: “People go to the doctor when they are sick”</p> <p>Learners work and try to find the expressions to fill the blanks in the dialogue.</p> <p>Learners participate in the correction.</p> <p>Learners try to find expressions that have the same meaning as the ones which are underlined.</p> |

**Expected answers:**

- 1- How are you doing? / How are you?
- 2- What's the problem? /What's wrong with...?  
What's the matter?
- 3- I hope you will recover from it very soon/ I  
hope you will be in good health soon.
- 4- Tell him I hope he will get better soon.
- 5- Thank you for your concern. / I appreciate  
your concern.

**Step 4**

Teacher leads the correction.

Teacher asks the learners to practice the dialogue in pairs with the new expressions they have found.

**Post-speaking (45mn)**

**Step 5**

Teacher asks the learners to work in pairs and to build their own dialogue in which one asks the health state of all the family members of the other one.

Teacher shares role cards to make it clear to the students.

**A**

You ask the health state of your friend's family members. If they are not well, ask him what does the person have.

**B**

You answer your friend's questions and say that some of your family members are all right but some are not. Say what they

Learners follow the correction.

Learners practice the dialogue with the new expressions.

Learners work in pairs and build their own dialogue according to the role cards.

have exactly.

Some learners volunteered to perform.

**Step 6**

Teacher asks the learners to perform the dialogue in front of the class.

Appendix N°07

**Experimentation N°05**

**5- Dialogue about Shopping and asking prices.**

Shop assistant: Good afternoon, madam...



Customer: I'd like a ...  for my daughter here.

Shop assistant: Yes, ma'am. What  and style?

Customer: I'm after walking shoes,...



(After a short time)

Shop assistant: Here you are. You can try them on.

Customer: Thank you...I'm afraid ...  these ones. Can I see the ones ... 

Shop assistant: Certainly. If you'll ... 

Customer: ... 

Shop assistant: 40.000 Ar

Customer: Haven't you got anything cheaper?

Shop assistant: ...  but they are the last ones we've got in stock.

**Source:** Adapted from "Functional English and self-expression"-Book 4 -Ministry of Education.  
- Foibe-mpitondran'ny Fampianarana Ambaratonga Faharoa. 1980. **page 176.**

**Expected answers.**

Shop assistant: Good afternoon, madam. What can I do for you?

Customer: I'd like a pair of shoes for my daughter here.

Shop assistant: Yes, ma'am. What size and style?

Customer: I'm after walking shoes, size 36.

(After a short time)

Shop assistant: Here you are. You can try them on.

Customer: Thank you...I'm afraid I don't like these ones. Can I see the ones in the window?

Shop assistant: Certainly. If you'll wait a moment.

Customer: How much do they cost?

Shop assistant: 30.000 Ariary.

Customer: Haven't you got anything cheaper?

Shop assistant: I'm sorry, but they are the last ones we've got in stock.

**IDENTIFICATION SECTION**

**Date:** 04/ 06 /13

**Duration:** 1h

**Title:** Shopping and asking prices

**School:** Lycée Andoharanofotsy

**Class:** Second 8.

**Number of learners:** 48

**Specific objective:** Learners will be able to: do shopping, ask prices.

**General objective:** Learners will be able to talk about shopping.

**Didactic materials:** dialogue with pictures.

## Teaching procedures

| <u>Teacher's activities</u>   | <u>Learners' activities</u>  |
|---|--|
| <p><u>Step 1</u></p> <p>Teacher calls the roll.</p> <p><b><u>Pre-speaking (5mn)</u></b></p> <p>Teacher shows a picture of a very nice car and asks the students where is the place to go if the teacher wants to buy it.</p> <p>Teacher says that the place you go to depends on what you want to buy. Teacher says that the dialogue they are going to have is about a special place where people can find special things to buy.</p> <p><b><u>While-speaking (30mn)</u></b></p> <p><u>Step 2</u></p> <p>Teacher shows a dialogue with some pictures.</p> <p>Teacher asks the learners to work in group of four to replace the pictures with words or expressions that are suitable for the dialogue.</p> <p><u>Step 3</u></p> <p>Teacher asks the learners to produce the dialogue for the others to listen to.</p> <p>Teacher asks the learners to give alternatives and helps them to choose the one which is correct.</p> <p><u>Step 4</u></p> <p>Teacher asks the learners what the dialogue is about.</p> <p>Teacher confirms that it is about shopping and asking prices.</p> | <p>Learners respond to the roll call.</p> <p>Learners answer: abroad, Madauto, Toyota Rassetta, Royal limousines , salon de l'auto...</p> <p>Learners listen to the teacher.</p> <p>Learners read the dialogue.</p> <p>Learners work in groups of four.</p> <p>Some learners produce their suggestion.</p> <p>Learners follow the correction.</p> <p>Learners answer: Shopping, buying shoes, in a magasin, asking the price of shoes...</p> |

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| <p><u>Step 5</u></p> <p><b><u>Post-speaking (25mn)</u></b></p> <p>Teacher asks the learners to work in pairs and to build a dialogue in which one is a shop assistant and one is a customer. Teacher tells them that they are free to choose what they want to buy.</p> <p>Teacher tells the learners that the first pair of learners who is ready to perform will receive a prize.</p> | <p>Learners work in pairs and build their own dialogue.</p> <p>Some learners rush to do the exercise and then tell the teacher that they are ready to perform in front of the class.</p> |
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### **Appendix N°08**

- BBC.Englishlearning.com
- <http://www.youtube.com/watch?v=HUIaNOBF8OA> (Online since 2009 21 avril)

For the books that contain dialogues, teachers can select dialogues in the following:

- USING FUN TECHNIQUES TO TEACH in Classe de seconde, RASOLONAIVO Rojoniaina Andriamanasina – CAPEN Dissertation number 245. 2010
- INTERCHANGE – Intro Student’s Book 1. JACK F. Richards with JONATHAN. Third edition. Contributors: HULL & Susan PROCTOR. Cambridge University Press. 2005.
- FUNCTIONAL ENGLISH AND SELF-EXPRESSION - Book 4 -Ministry of Education. - Foibe-mpitondran’ny Fampianarana Ambaratonga Faharoa. 1980.
- ENGLISH IN ACTION 1. BARBARA H. Foley Elisabeth R Neblett. Heilen division of Thomson Learning, Inc, Thomson Learning Team, Canada, 2003.
- LET’S TALK 2, Students’ book, LEO Jones, Cambridge University Press, 2002.

**Picture used in experimentation number 02**



**Picture used in experimentation number 03**



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**Title of the book:** *“Using ready-made dialogues to teach speaking through topics to Malagasy learners of “classe de seconde”.*

**Content of this work:**

- The first part deals with the theoretical considerations.
- The second part contains the classroom observations with their comments and the questionnaire analysis.
- The third part deals with the experimentation and general suggestions.

**Key words:**

- The speaking skill.
- Communication.
- Topic.
- Dialogues for teaching purposes.

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