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A DISSERTATION FOR THE OBTENTION OF THE
“CERTIFICAT D’APTITUDE PEDAGOGIQUE DE
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TEACHING LANGUAGE FUNCTIONS THROUGH
COMMUNICATIVE ACTIVITIES IN THE
DEVELOPMENT OF LYCÉE STUDENTS’ SPEAKING
SKILL IN CLASSE DE SECONDE AND PREMIÈRE

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0. INTRODUCTION

0.1 RATIONALE AND OBJECTIVES OF THE WORK

It has been proved by language specialists and researchers that mastering language structures and language systems is not enough for learners to speak one given language. Learning a language means not only to understand its usage but also involves its effective use. As the socio-linguist HYMES (1971) puts it, “There are rules of use without which the rules of grammar would be useless”. To communicate, the ultimate goal of learning a language, implies that we are able not only to communicate using correct sentences but also to use these to perform a variety of non-linguistic but social acts such as to describe, to make requests, to ask questions, to give orders, to invite, to make offers, etc...These acts are called Language Functions or the communicative functions of language. So, the teaching of Language Functions will certainly contribute to preparing learners to face real life situations.

Unfortunately, most Malagasy teachers of English still put so much stress on forms that little emphasis is put on functions. Perhaps, the reason is that the students' urgent goal is to succeed in the end-of-the-year-test or examination. In addition, Language Functions, intended to develop students' speaking skill, are presented in written form and are not tested orally during the examination. Furthermore, as a former *lycée* student and during our training practice at the *lycées*, we noticed that a great number of teachers use the traditional method which is teacher-centred and leave students with little opportunity to use the language that they are learning. When teaching Language Functions, the teacher usually comes up with a written dialogue, writes it on the blackboard, then he/she reads the dialogue and asks students to repeat after him or her. Afterwards, he/she gives a long list of expressions to be learnt by heart. Teachers rarely involve their students in activities, especially “the communicative activities” which allow the learners to participate and practise the newly acquired language. As a result, after several years of study, students have a good command of grammar rules but they are not able to use them appropriately and are not able to communicate effectively.

Therefore, for all these considerations, we have decided to choose “*Teaching Language Functions through Communicative Activities in the Development of Lycée Students' Speaking Skill in Classe de Seconde and Première*” as the title of our dissertation.

Our objective in this study is twofold: first, we would like to improve the teaching of Language Functions. Second, we would like to suggest an effective use of communicative activities when teaching Language Functions to raise the students' level in speaking skill.

0.2 SCOPE AND LIMITATIONS

In the present work, we will mainly deal with the teaching of Language Functions through communicative activities, focused on the development of the students' speaking skill.

However, we have not been able to carry out a fully-detailed and in-depth analysis of all the elements which are dealt with in the present research; we have provided only guidelines on the elements which are related to the main theme, for example, we tackle the speaking skill but we are not going to study the prosodic features of speaking skill. For further details, the reader can refer to the references given in the bibliography. Yet, as our fields are the *lycées*, the activities we will suggest here will be suitable for *lycée* students, particularly those in *classe de seconde* and *première* because the *terminale* class students are preparing their high school degree.

In addition to that, because of financial problems and time constraints, we cannot afford to explore the various *lycées* in Madagascar. Thus, this research study is limited to Antananarivo although we sent questionnaires to a few teachers outside Antananarivo such as Moramanga.

0.3 STRUCTURE OF THE WORK

This present work is divided into three main parts. The first part deals with the theoretical considerations about Language Functions, communicative activities and speaking skills. The second part is concerned with the investigation on the teaching of Language Functions and the use of communicative activities by means of questionnaires and classroom observations. The third part deals with the teaching experimentations based on the use of communicative activities and the general suggestions along with some suggested activities, which, we think, will help teachers improve the teaching of Language Functions by using communicative activities. A copy of the questionnaires drafted for teachers and students as well as copies of the materials used during the experimentation stage are presented in the appendices of the present work.

PART ONE
THEORETICAL CONSIDERATIONS

INTRODUCTION TO PART ONE

The first part of this present research work is mainly devoted to the theoretical study of our subject, in which we develop the element that constitutes our theme referring to what the literature says about it. Thus, this part is divided into three main chapters. The first chapter will develop the theoretical aspect of Language Functions along with the approaches which deal with it. The second chapter will introduce a short theoretical study about the speaking skill. The last chapter will focus on communicative activities; indeed, the need for the use of communicative activities particularly when teaching Language Functions will be highlighted in this part.

1.1. LANGUAGE FUNCTIONS

1.1.1 Definition of Language Functions

SAVIGNON (1983) defines a Language Functions as “the use to which language is put, the purpose of an utterance rather than the particular form an utterance takes.”

Another definition reinforcing this meaning of a Language Functions is supplied by BLUNDEL et al (1988). It points out that a Language Functions is “the purpose for which people speak or write”

JOHNSON AND MORROW (1991), for their part, use the term ‘communicative functions of language’ to refer to ‘Language Functions. As they put it, “Communicative functions are, in broader terms, the uses to which we put language, such as: requesting information, expressing disapproval, greeting and inviting.”

Thus, Language Functions refer to the purpose in which we use language to communicate. Whether we are apologizing, expressing a wish or asking for advice, we use language in order to fulfil that purpose. Each purpose can be known as a Language Functions. Some examples of Language Functions include: Greeting, inviting, making request, expressing likes and dislikes, agreeing / disagreeing, etc...

For all these reasons, it is clear that a language learner needs to understand the communicative function of a language in order to use this language in communication. It is worth mentioning that a function or a communicative function

can be expressed by a formula or fixed expressions and communicative or functional expressions.

1.1.2 Fixed expressions

Fixed expressions are also called “ready-made-phrases” which are not associated with a particular structure and cannot be changed. For example, when acknowledging an introduction with a fixed expression like “how do you do?”, we cannot answer with an affirmative or negative sentence like “I do it fine” or “I don’t do well”. The answer remains “How do you do?”

Here are a few examples of fixed expressions or ready-made phrases.

<u>FORMAL</u>	<u>INFORMAL</u>	<u>NEUTRAL</u>
- Good morning	- Hello	- Thank you
- Good afternoon	- Hi	- You’re welcome
- Good evening	- See you	- Good bye
- Good night	- So long	- I’m sorry
	- Bye!	- Excuse-me

1.1.3 Communicative or functional expressions

Unlike fixed expressions/ ready-made phrases, communicative or functional expressions can generally be changed for gender, number, tense, aspect, or other communicative purposes.

For example:

A: How are you doing?

B: I’m doing well

In the first utterance, we may substitute “you” with other personal pronouns like “He”, “She”, “They”, etc... and “are” can also be changed according to the personal pronoun used.

Thus, knowing these two types of expressions is of crucial importance when teaching Language Functions. However, it is worth noting that the expressions are differently used in

different contexts and situations. For instance, greeting an elderly lady on the street would differ from greeting a peer in their home. It is then, essential to know the various language styles or language registers.

1.1.4 Registers of language

FINOCCHIARO and BRUMFIT, C. (1983) define “register” as, “variation of language which differs according to the formality of the situation; the topic, activity, work or profession, under discussion; the mode, oral or written of discourse”. In other words, language registers consist in using one Language Functions in several ways in multiple contexts and situations. For instance, we do not speak the same way at home as we speak in the office. Likewise, one speaks differently when talking with a teacher, or a doctor than when chatting with a friend on the telephone. We all speak differently in different situations.

Linguists have distinguished five language registers or language styles. They are frozen register, formal register, consultative register, casual register and intimate register.

a) Frozen register

As the name suggests this style of communication RARELY or NEVER changes. It is “frozen” in time and content.

Examples: The pledge of allegiance, the Lord’s Prayer, Preamble to constitution...

b) Formal register

This language is used in formal settings. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. Common formats for this register are speeches.

Examples: sermons, interviews, public speaking, academic language in classroom (lectures, instructions ...)

c) Consultative register

This is a standard form of communications. It is professional discourse.

Example: talking to a boss / Supervisor / teacher, lawyer, doctor, counsellor (asking for assistance).

d) Casual (Informal) register

This is informal language used by peers and friends. This is “group” language. One must be member to engage in this register.
Example: buddies, teammates, chats, and emails...

e) Intimate Register

This communication is private. It is reserved for close family members or intimate people.

Example: husband and wife, boyfriend and girlfriend, siblings, parents and children.

Let's consider the following example of Mrs Janette, a secretary, married, with one child.

- At home, Mrs Janette would say to her child
“Hurry up and finish that book, John”
- And to her husband: “finish that book, would you?”

In the office, Mrs Janette would say to her boss: “would you mind finishing that book as soon as possible, please”.

Thus, each level of the language registers has an appropriate use that is determined by differing situations.

In brief, when teaching Language Functions, teachers should teach the language registers to the learners in order to assist them in becoming more effective communicators. However, they should not spend much time on them. They may introduce only from formal style to the informal one since they are the most used language styles in general.

1.1.5 Relationship between forms and functions

There exists a correlation between forms and functions. As DOFF (1988) puts it: “structures and functions are not too completely separate categories of language which must be learned independently but are both ways of describing language: ‘structures’ describe what language is, whereas ‘functions’ describe what language does”. This relationship between structures and functions manifests itself from the fact

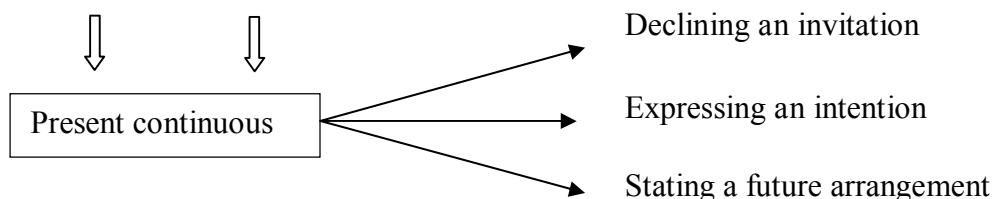
that one structure can have a variety of communicative functions and one function can be expressed by many structures. LITTLEWOOD (1981) points out that “just as a single linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms.”

Let's illustrate this with the following examples:

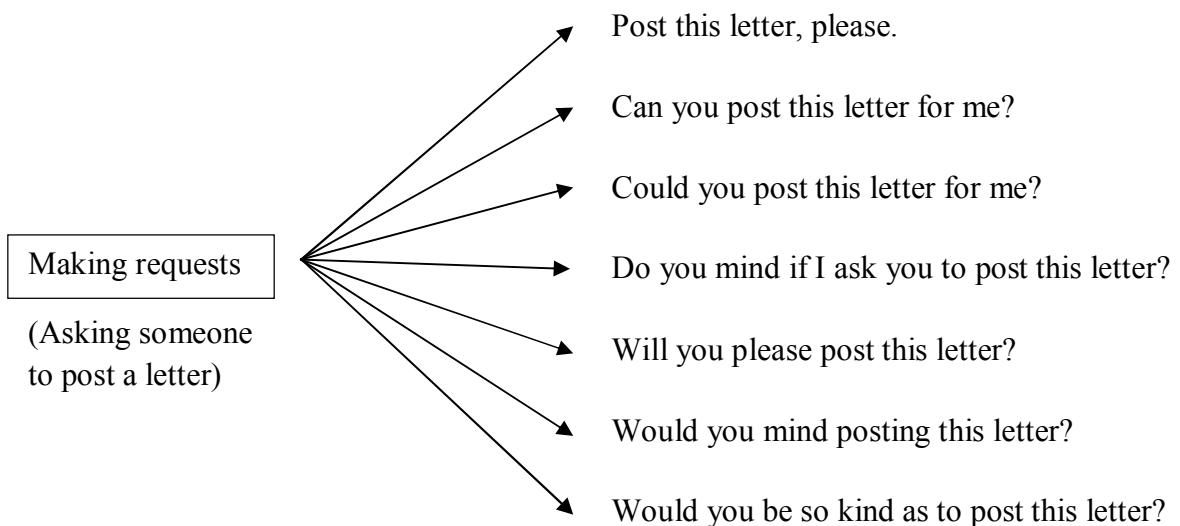
Example N°1: (a single linguistic form can have a range of functions)

A: let's go to the cinema

B: I'm visiting my aunt



Example N°2: (One function can be expressed by a range of different functions).



Thus, the first example shows that the expression “I am visiting my aunt” is exemplified by the structure ‘Present Continuous’ which can express a number of communicative functions. In the second example we can see that different grammar options can be used to express the particular function “making request”.

In one word, we can say that this close relationship between structures and functions reveals that the knowledge of grammar alone is not enough to communicate, but functions are paramount to maintain more effective communication.

1.1.6 The importance of Language Functions in the teaching/learning process

The importance of Language Functions lies on one hand on the fact that the knowledge of grammar rules should be supplemented with the knowledge of communicative functions in order to communicate in real life situations. On another hand, teaching Language Functions affects students' motivation as they can see that there is a reason for learning the language, above and beyond just learning how to use, for example, the 'present continuous' forms of verbs.

In addition to that, since it is now widely acknowledged that the ultimate goal of "language learning is learning to communicate" as RICHARDS and RODGERS (1986) have put it, it is agreed that language learners need to master Language Functions so as to be able to fulfil a specific purpose in the target language. Indeed, Language Functions are more essential in daily life communication.

The realisation that functions are of extreme importance in communication urged the linguists and socio linguists to challenge the grammar translation method and to introduce another approach known as the communicative approach.

1.1.7 Approaches and methodology related to the teaching of Language Functions

This section will deal with a language teaching approach known as the Communicative Approach and a syllabus-design approach, the Functional-Notional Approach.

1.1.7.1 The Communicative Approach

a) Theoretical aspects of the communicative approach

The literature suggests that the communicative approach emerged in the early 1970's thanks to HYMES, a sociolinguist. Following the works and the teaching of HYMES (1971) in particular, it has been advocated and stressed that language teaching should go beyond the sole teaching of language structures and language systems and should not aim only at obtaining structurally competent language learners but also, and above all, communicatively competent language users in real and natural

social context. On this point, LITTLEWOOD (1981) clearly states that “A communicative approach opens up a wider perspective on language learning. In particular, it makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situation and time”. In other words, in the communicative approach, the main objective is to equip the learners with the ability to use these structures when they want to communicate with others.

b) The purposes of the communicative approach

As mentioned earlier, the communicative approach aims at developing learners “communicative competence”; that is, the ability to combine functional as well as structural aspect of language for a fully communicative task. This “communicative competence” is generally said to consist of four skills which are: the grammatical competence, the pragmatic competence, the strategic competence and the socio-linguistic competence.

- **The grammatical competence or linguistic competence**

The linguistic competence is the knowledge of how to use the grammar, syntax, and vocabulary of the language. Linguistic competence asks: what words do I use? How do I put them into phrases and sentences?

- **The pragmatic competence**

The pragmatic competence consists of the ability to organize ideas in a logical order. In other words, the pragmatic competence asks: How are words, phrases and sentences put together to create conversations, speeches ...

- **The strategic competence**

The strategic competence refers to the mastery of verbal and non verbal communication and the use of fillers. When dealing with strategic competence, the question to be asked are the following questions: How do I know when I have misunderstood or when someone has misunderstood me? What do I say then? How can I express my idea if I don't know the name of item or the right verb form to use? (CANALE and SWAIN, 1980)

- **The Sociolinguistic Competence**

The sociolinguistic Competence covers the appropriateness of utterances with respect both to meaning and register. Sociolinguistic competence asks: which words and phrases fit this setting and this topic? How can I express a specific attitude (Courtesy, authority, friendliness, respect)? When do I need to? How do I know what attitude another person is expressing? (CANALE and SWAIN 1980)

In short, the main purpose of the communicative approach is precisely to develop the learners' ability to apply and use grammatical rules and to formulate correct utterances which are simultaneously based on these four levels.

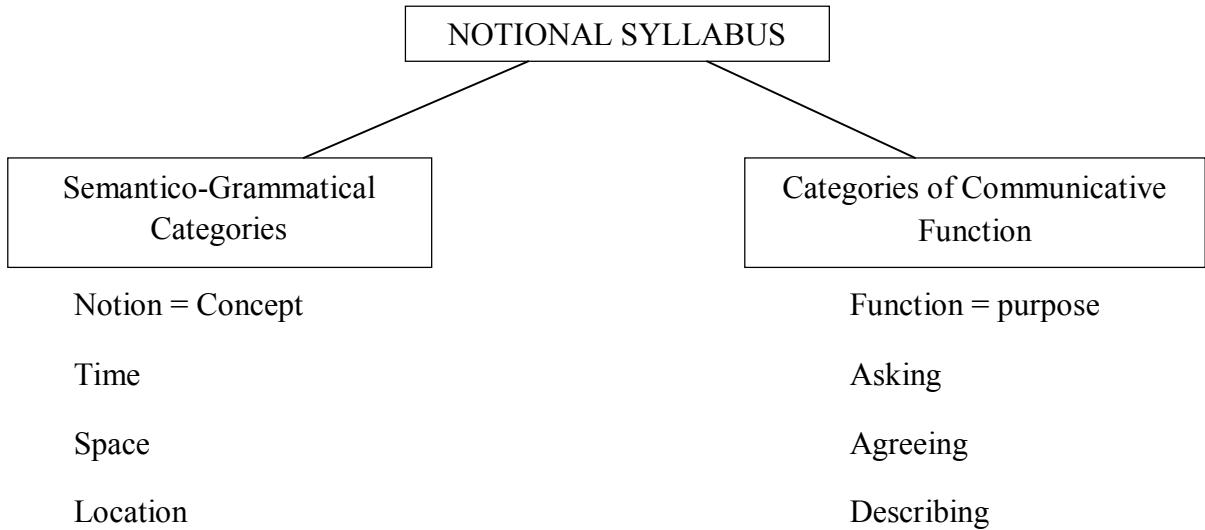
An approach derived from the communicative approach is the functional approach also referred to as the Functional – Notional Approach.

1.1.7.2 The Functional – Notional approach

The Functional – Notional Approach refers to “an approach to syllabus design, not a method of language teaching.” (SALIMBENE, 1983). Accordingly, for SALIMBENE(1983), “functional approach restructures the presentation of the target language to coincide with the communicative functions or use to which the language will be put (i.e., “Asking for Information”, “Expressing Opinions”, “ Giving directions”, etc.). She adds that:“ The order of presentation of these “functions” may vary a great deal from text to text, because it is based on the writer’s conception of what the student will need to Do in the target language, how these functional needs are best performed, and which functions the particular textbook “audience” will need to perform first.” From that, we can deduce that in designing a “functional syllabus”, the writer tries to (1) determine the communicative needs of the students who will be using the materials (functional materials), (2) present the Language Functions required in order of needs, (3) study how to perform the functions (choice of grammatical patterns), and (4) decide on the order of the presentation of material needs of the students.

As far as “Notional syllabus” is concerned, WILKINS (1978) refers to it as “ A syllabus in which notions (idea) are expressed through communicative functions as well as “semantico-grammatical” categories, which include manners of expressing concepts of time, space, locality, etc. This can be represented as follows:

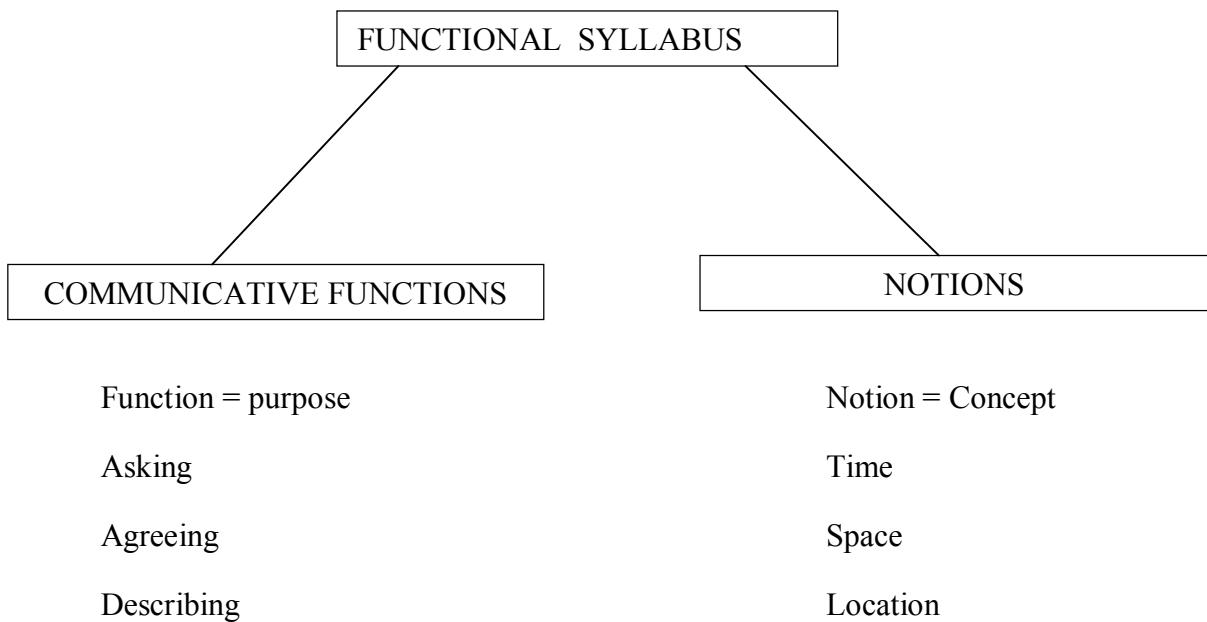
Notional Syllabus – Emphasis on idea (WHAT) to be expressed.



A Functional Notional syllabus, for its part, consists in the presentation of the communicative functions for which the language will be used (i.e., asking questions, making appointment, etc.), and the concepts such as time, space, and locality are the notions utilized to perform these functions.

The following chart will give us an overview of what has been said:

Functional syllabus – Emphasis on purpose (WHY) of communication



It is clear by now that in a Functional Syllabus, the teaching is primarily organized around Language Functions; that is, the course content is based on functions not grammatical structures. However, the structures related to the functions are also presented in the syllabus.

In fact, the curriculum in a Functional – Notional Approach is divided into Units which are in turn divided into teaching lessons. Precisely, the title of a unit is often expressed in functional terms, for example, “Asking for information, making appointments on the phone”, so that the students understand from the beginning the communicative purposes of the dialogue. Then, the situations in which the functions are used are introduced (i.e., school, restaurant, travel, discussion). In addition, the grammatical structures necessary to achieve the communicative goals are listed (i.e., the Present Simple to describe Daily Routines). Finally, activities or tasks are suggested as well to allow the students to practice the lessons.

The following chart presents a sample of functional-notional materials.

Functional unit	Situation	Grammar and structure	Grammatical units Nouns, Verbs, Adjectives, etc.	Formulas, idioms, sample sentences	Activities (Methods and techniques)
1a – Asking for information (direction)	Travel, etc	- Interrogative - Intonation - Question techniques	- Please, excuse me - Must , could , get - Take, how, where, wonder, Names of places	- Could you tell me the way to...? - Excuse me, please... - I beg your pardon... - I wonder if you could tell me etc.	- Aural comprehension , Dialogues, prepared and open choral speaking, Tape, dictation, cloze tests

1b – Giving Opinions Agreeing and Disagreeing	Discussi on etc	Statements Intonation	- Ask , think, know, consider, perhaps, don't	- If you ask me... - I think that... - You know... - As I see it ... - I agree but... - Perhaps, but don't you think that...?	Dialogues, prepared and open Tape Paired practice Role playing Group discussion
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Ref: Drawn from: M.B. WILLMOTT, "Notions and functions", *English teaching forum*, 1982

In brief, a Functional – Notional approach is then a system which is able to handle semantics, grammar and the communicative functions at the same time, and which is considered as an effective approach to teach and learn Language Functions. However, for the teaching/learning to effectively take place, it is necessary to understand what is involved in the skill to develop, which is the speaking skill.

1.2 SPEAKING SKILL

As mentioned earlier, the ultimate goal of this present research work is to prove that teaching Language Functions through communicative activities contributes much to the development of the students speaking skill. So, we think it is important to know what speaking is and what are the essential elements involved in it.

In this respect, let us first consider the following definitions of 'speaking' before dealing with the essential elements involved in it.

1.2.1 What is speaking?

The Chambers 21st Century Dictionary (1990) defines speaking as "an act, instance or the process of saying something". So, speaking is the act of giving sounds to what people want to express by means of speech organs and the vocal organs.

In language teaching, speaking is defined as one of the four skills that are listening, speaking, reading and writing which should be developed in order to communicate.

UR (1996) affirms that: “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important ... as if speaking included all other kinds of knowing; and many foreign language learners are primarily interested in learning to speak”.

All this suggests that speaking plays an important role in communication; it is through speaking that someone expresses ideas and opinions, shares information, shows emotions and feelings, or express a wish, for example. Therefore, speaking should not be neglected when teaching a language and understanding how the act of speaking works is essential if we want to teach it efficiently.

1.2.2 The process of speaking

The utterances produced by the speaker do not randomly come out of his mouth but there exists a procedure that the speaker automatically follows when he speaks. RIVERS (1968) states that “to teach speaking skill, it is necessary to have a clear understanding of the process involved in speech.”

In fact, what is meant by speaking process is the sequential internal process involved in making a speech. To be clearer, before uttering, there is a mental activity which takes place in the speaker’s mind. This mental activity consists of selecting what to say (Content), where and to whom it is said (situation and context) and how to say it (lexical sets and structural patterns); these steps or procedures constitute the “speaking process.”

Before one says something, one must feel the need to communicate; that is, the content of what one wants to say; for example ideas or feeling or wish. So, the speaker has to convert his thought into language. Then, he has to consider the situation where he is in order to adjust the language into the appropriate style; for instance, when talking to his wife, he will use the intimate style of speech whereas when talking to his boss he may use the formal one. After adopting one type of the language style, the speaker proceeds with the selection of the “lexical meaning, the style appropriateness. This is also followed by the choice of the sentence type. It might be in the affirmative, negative, exclamative or interrogative form depending on

the need that urges the speaker to communicate. Finally, the process ends in the external output of the speech through the use of the speech organs or the vocal organs.

The figure below will present clearly what we have explained.

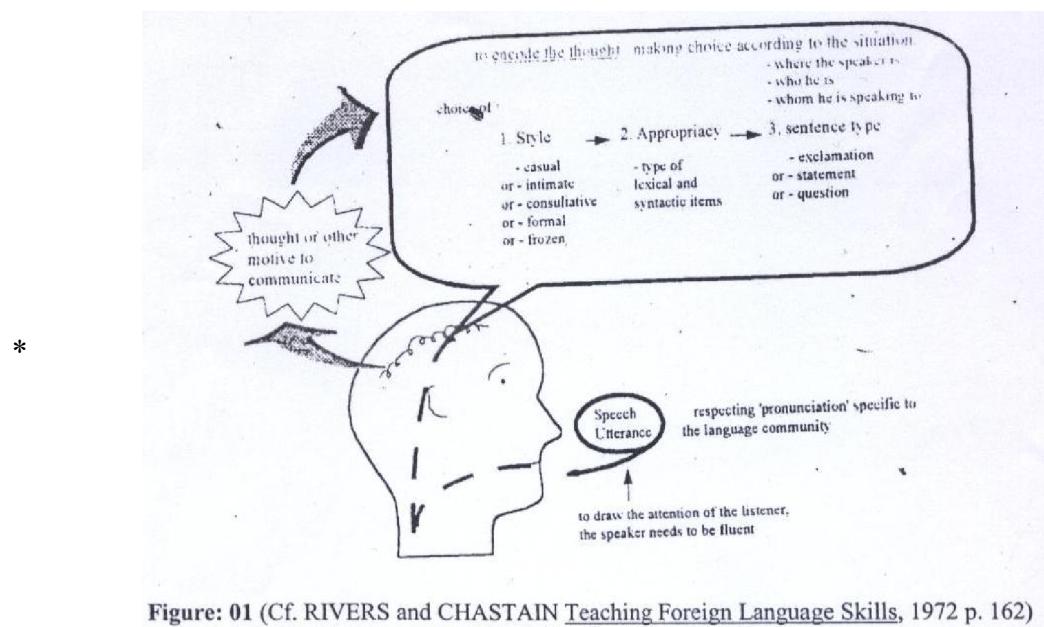


Figure: 01 (Cf. RIVERS and CHASTAIN *Teaching Foreign Language Skills*, 1972 p. 162)

Drawn from RABIA Hobisoa C., *Using dramatic activities to improve Malagasy Lycée pupils' speaking skills*, Antananarivo: Ecole Normale Supérieure, 2009

1.2.3 The speaking sub-skills

The following chapter gives an overview of four speaking sub-skills, namely pronunciation, fluency, accuracy and appropriacy.

1.2.3.1 Pronunciation

Pronunciation is said to include four elements which are the articulation, the stress, the rhythm and the intonation. These elements are to be joined up together exactly as to join up the words in the utterance to maintain fluency.

a) **Articulation**

OXFORD ADVANCED LEARNER's Dictionary (2006) defines articulation as "the act of making sounds in speech". For example, the long /i:/ as in "sheet" and the short /ɪ/ as in "shit" may be confused if the speaker does not pronounce it properly. It is then necessary to know some rules about sound articulation as viewed by MANORO (2002).

- <a>...../æ/

The vowel <a> is normally pronounced /æ/

Examples: fat, bag, cat, man.

But there are exceptions:

<a>..... /jɒt/ as in “yacht”

<a>..... /rəʊ/ as in “wrath”

<a>..... /e/ as in “many”, “any”.

- <e>...../e/

The vowel <e> is normally pronounced /e/

Examples: pet, bed, red, let.

But there are exceptions.

<e> /ɪ/ in “English”, “Pretty”

b) Stress

Stress is also a very meaningful element for the comprehension of the meaning of the message since it can put a difference in the meaning wanted to be understood. There are two types of stress: word stress and sentence stress.

- **Word stress**

A word stress is a stress put on 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).

Examples: <transport> : /'trænspɔ:t/ versus /træn'spɔ:t/. The distinction between “transport” as noun (1) and “transport” as a verb (2) is made clear by the place of the stress.

- **Sentence stress**

Sentence stress means that a chosen word in the sentence is given the main emphasis. The right intonation is built on it as the rising or falling tune starts on it.

For example: Robert smokes cigarettes.

This sentence can have three different meaning according to where we put the stress: either on “Robert” or on “Smokes” or on “cigarettes” depending on the speaker’s choice based on what he means.

- 1) ROBERT smokes cigarettes.

This means that it is Robert who smokes cigarettes not someone else.

- 2) Robert SMOKEs cigarettes.

Meaning that Robert smokes but not does something else.

- 3) Robert smokes CIGARETTES.

Meaning that Robert smokes cigarettes but not anything else.

b) Rhythm

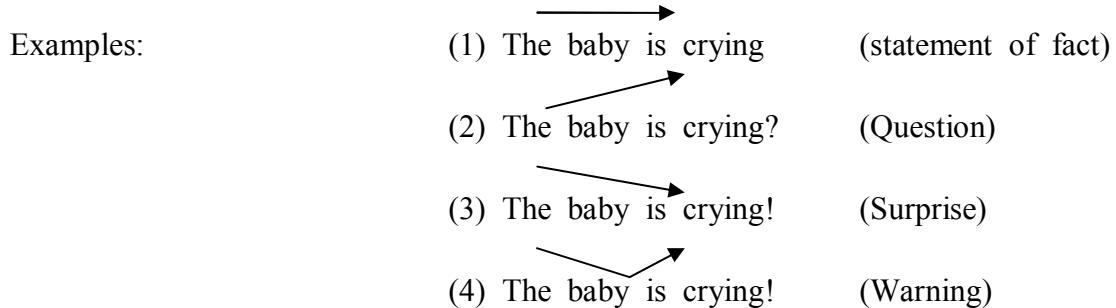
Rhythm is also in the list of elements which are thought to be important as far as understanding of spoken language is concerned. The CHAMBERS 21st CENTURY DICTIONARY defines rhythm as: “a regularly repeated pattern, movement, beat or sequence of events”. Accordingly, rhythm gives the language a characteristic sound. When we listen to a spoken language, we can perceive a movement of sound at a regular interval closely related to rhythm, BOLINGER (1986) qualifies English as “a stress timed language”. This means that the stressed syllable happens at regular intervals and the syllable that follow are accommodated to fit the rhythm so that different syllables have different lengths. BOLINGER’S rule is based on the idea that English has two kinds of vowels: “full” and “reduced”. The most common reduced vowel is “Schwa” /ə/. Schwa is the unstressed or neutral vowel like in “ago”. Full and reduced vowels correspond to syllables called long and short.

c) Intonation

Intonation is defined as the change of the pitch of the voice and does not concern a single syllable but a larger unit. Linguists generally mention four possible tune movements, two of them simple (moving in one direction) and two of them compound (moving in two directions). The simple tune movement includes rising and

falling intonations. It is reported that we have falling intonation when we pronounce statements and questions starting with question words. Rising intonation is used with yes/no questions. The compound tune movement include fall-rise and rise-fall intonations. Fall raise intonation can express doubt, surprise, ...whereas rise-fall intonation may express satisfaction, happiness...

Therefore, a sentence may have various intonations according to the information that the speaker wants to give to his utterance.



1.2.3.2 Fluency

Another important feature in speaking is fluency. According to the Oxford ADVANCED LEARNER's Dictionary (2006) fluency means "the quality of being able to speak or write a language, especially a foreign language, easily and well". This means that being fluent includes the ability to speak the language naturally and smoothly like the native speaker. For BRUMFIT (1984) fluency is "the ability to have appropriate things to say in a wide range of contexts so that you can easily find the appropriate words even when an unexpected situation arises."

In other words, being fluent means being able to express oneself at anytime, at any place and at any situations, like native speakers of the language without any hesitation.

1.2.3.3 Accuracy

A good language speaker is generally described as someone who is not only fluent but also accurate. Oxford ADVANCED LEARNER'S Dictionary (2006) defines

accuracy as “the state of being exact or correct; the ability to do something skilfully without making mistakes. Accuracy is also referred to as the correctness or exactness of the sentence or utterance. As such, the speaker has to take into account how he says it. Accuracy relates to vocabulary and grammar as we will see in the following sections:

a) Vocabulary

Vocabulary is defined as “all the words that a person knows or uses; all the words in a particular language”; Oxford ADVANCED LEARNER’S Dictionary (2006).

Vocabulary can be defined, roughly, as the words taught or used. However, it may be formed by more than a single word - for example, “washing machine”, “body guard” and “brother –in law” - which is made up of two or three words but expresses a single idea. There are also two kinds of vocabulary: active vocabulary (= the words that you use) and passive vocabulary (=the words that you understand but you don’t use).

Thus, in order to communicate effectively and accurately, the speaker should choose well the right vocabulary according to the situation.

b) Grammar

Oxford ADVANCED LEARNER’S Dictionary (2006) defines grammar as “the rules in a language for changing the form of words and joining them into sentences”. UR (1996) defines grammar as “the way words are put together to make correct sentences”. So, after choosing the right vocabulary to be used, the speaker proceeds to joining the selected vocabulary together so as to produce correct sentences.

Therefore, it can be deduced that grammar and vocabulary are considered as inseparable elements of language and should be taken into account to guarantee accuracy in speaking. But as hinted earlier fluency, accuracy and a good pronunciation alone are not sufficient to successfully convey a message; another sub-skill, appropriacy, needs to be developed.

1.2.3.4 Appropriacy

Oxford ADVANCED LEARNER'S Dictionary (2006) defines the word appropriacy as “the extent to which a word or phrase sounds correct and natural in relation to the situation it is used in.” Appropriacy or appropriateness can also be defined as the ability to choose the lexical and structural items used according to the situation where one is, and whom one is speaking to. For this reason, the idea of appropriateness is related to “Choice” which depends on the context as BROUGHTON (1980) claims “In the process of communication, 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 he is addressing. Certain ways of talking are appropriate for communication with intimates, other ways for non-intimates.”

As such, we can speak of formal and informal situations. The choice of language mainly depends on the situation we are in, the person we are talking to, our motives or purposes. We previously said that in communication, each purpose can be known as Language Functions; it implies that a good mastery of the communicative functions of language takes care of the appropriacy or the appropriateness of language. In other words, understanding the meaning and the communicative functions of a language helps the speaker to express himself appropriately.

1.2.4 The reason for speaking

Knowing the reason why people speak reminds us of the use of language or the functions of language. In general, people speak in order to achieve a particular goal - a communicative goal - and this goal is a “must” to make speaking really communicative. Accordingly, people speak for two main reasons: to obtain information and to maintain social relationship. These are what linguists and linguist philosophers call “transactional use of language” and “interactional use of language.”

a) Transactional use of language

It is concerned with transferring information. As we saw earlier, in real communication, the speaker and the interlocutor do not share the same information. So people speak in order to share the information they have or to bridge the information gap. This information varies in its nature; it can be emotions, feelings, thoughts,

opinions and facts. In brief, the transactional use of language is one of the reasons why people speak, in which they express what they know, see, hear feel, want; or they express their opinions ideas, reflexions on everything.

b) Interactional use of language

As linguists put it, it consists in maintaining social relationship and showing human hood and friendliness. When meeting someone, we greet him; ask about his health, but sometimes, this is not really done for the sake of knowing information about him and his health but just some kind of habit, obligation on everyday life, to maintain social relationship within the society. In addition to that, sometimes, we speak to someone near us to show that we are not a wicked person or a dangerous person but a human being, a friendly person who wants to talk instead of just standing and being silent.

As BROWN and YULE (1983) illustrate it, “When two strangers are standing, shivering at a bus stop in an icy wind and one turns to the other and says “My goodness, it’s cold”, it is difficult to suppose that the primary intention of the speaker is to convey information. It seems much more reasonable to suggest that the speaker is indicating a readiness to be friendly and to talk”.

1.2.5 Factors that affect speaking

Many factors can prevent students from speaking in the classroom. These reasons may come from both the students and the teachers.

1.2.5.1 Students' factors

During our class observations and during our teaching practice we realized that students never speak and rarely participate in speaking activities in class for many reasons.

First, the students lack vocabulary and this prevents them from understating the new language when it is spoken and from producing it. Most of the time, when they are asked to speak, they are usually stuck with vocabulary problem.

Second, they are not motivated enough to learn and to speak in class. Sometimes, it is obvious that some students do not feel they will get any benefit

from speaking or listening to their classmates. However motivation is very important in language learning, as FINOCCHIARO in (FORUM 1975) puts it, “Motivation and interest of the learners are factors of crucial importance in determining student’s achievement.”

Third, another factor worth mentioning is that the students do not receive enough listening practice. Ear-training is very important to help students and to make them familiar with spoken language. Large input and language exposure are expected to help students speak the language.

Last but not least, students are also afraid of making mistakes. However, the fear of making mistakes is an enormous problem as far as speaking is concerned. Most of the time, they do not speak during the course because they are afraid of being criticized or being laughed at by their classmates, and/or by the teachers. The latter then should not be angry and should not punish the learners when they make mistakes.

If such are the students’ factors, what are those from the teachers’ part?

1.2.5.2 Teachers' factors

Some reasons which hinder students’ speaking English in the classroom may also come from the teachers. These factors are the focus on writing, the focus on structures, the use of activities, teachers’ attitude towards the student and teachers’ aptitude in the language.

a) The focus on writing

Even if we all know that the primary goal of learning a language is to speak in that language, most teachers tend to focus more on writing rather than on speaking. Perhaps the reason is that they simply want their students to succeed in the end – of-the- year examination. Consequently, speaking seems to be neglected.

b) The focus on structures

This emphasizes what we have just said earlier; logically, writing requires a good command of grammar rules or structures. The teachers put much stress on forms rather than on functions which we think are of extreme importance in helping learners to communicate effectively. Consequently, teachers should also focus on the meaning

of an utterance in order to allow the students to use the language for a specific purpose. The Communicative approach indeed recommends a balance in the teaching of the forms and the functions of the language since they are interdependent too.

c) The use of classroom activities

Firstly, the choice of activities to engage the students in is extremely important since their interest will depend on the activities too. The teacher must be able to devise a suitable activity for the lesson that he is going to teach and to be sure that the students will like that activity.

This choice of activity is essential too because the student will participate if they find the activity interesting. It has largely been demonstrated that communicative activities are the most adequate ones if teachers want to offer the opportunities to pupils to speak since communicative activities allow students to interact between themselves, and that provides them with opportunities to use the language freer.

d) Teacher's attitude towards student

Teacher's attitudes towards student are really affecting learner's achievement in learning. The teacher-students' relationship is very important since students are frustrated when the teacher is too strict, over-correcting, too direct, or even in bad terms with the students, ... and these will consequently decrease the student's interest for the language as they are discouraged by the attitudes of the teacher.

e) Teacher's aptitude in the language

The teacher has to possess a very high level of competence in the language that he is teaching since he is regarded as the main source of input and a model. This competence includes the mastery of grammar, vocabulary, functions and above all pronunciation. For example, studies show that students do not like a teacher who has a bad pronunciation, or a teacher who hesitates when he speaks English. Consequently they will lose interest in the lesson that this teacher is teaching and they will not participate or those who participate will follow the wrong model. Thus, we can deduce that the teacher language skill really affects the student's willingness to speak.

Studies show that besides being highly competent in the language, the teacher also needs to be very skilful in the choice of the activities to bring to class if he or

she wants to enhance students' willingness to speak. Indeed, the development of language skills requires effective techniques used in the classroom so as to attain the teaching objective. Communicative activities are among these techniques.

1.3 COMMUNICATIVE ACTIVITIES

1.3.1 What are communicative activities?

Communicative activities are class activities which allow the students to practice using all of the language they know in situations that resemble real life communication settings. In these activities, learners are expected to interact between themselves, exchange ideas or opinions with one another and use the target language as a means to completing a task. PRODROMOU (1992) finds some criteria for defining real communicative activities: “focus on meaning rather than on form, unpredictability, authenticity of task, motivating materials or task, opportunity to express personal feelings , ideas or opinions”.

1.3.2 Features of the communicative activities.

Communicative activities should have at least the following features: information gap, freedom of choice and feedback. (JOHNSON and MORROW, 1981)

a) **Information gap**

In real life interaction, the communicator and the co-communicator do not share the same information: one of them has a piece of information that the other does not have and the purpose of the communication is to bridge this gap. JOHNSON and MORROW put it: “An Information gap occurs when one person has information that the other does not have but needs”.

Therefore, in information gap activities, students are meant to complete a task which is to bridge the gap by exchanging the piece of information that each of them possesses.(PRODROUMOU 1992)

b) **Freedom of choice**

In genuine and normal communication, the speakers are free to choose “what” to say and “How” to say it. Consequently, when engaging students in communicative activities, teachers should not predict what the students should say or control how they should say something that they want to convey. Hanta RAVAOMALALA emphasizes this fact in her CAPEN Dissertation (1996) by saying that “the freedom

and choice in communicative activities concern the activities that pupils do independently from the teacher's close control."

c) **Feedbacks**

ANDRIAMAHARO and MANORO (1991) explain the theory of feedback in their research work in the following way: "In a genuine and normal situation of communication, a protagonist always adapts his communicative strategies to the reaction of his co-communicator. He adjusts these strategies taking account the feedback that he receives from his interlocutor".

Thus, apart from having a choice of form and content, a speaker can evaluate whether his message has been understood or not depending on the information he receives from his listener. If the listener does not have the opportunity to provide the speaker with such feedback, the exchange is not really communicative.

1.3.3 The objectives of communicative activities.

LITTLEWOOD (1981) brings out four main purposes of using communicative activities. He explicitly gives his reason for the use of communicative activities to achieve the purpose of language learning; as he puts it, "they provide whole task practice, improve motivation, allow natural learning and create a context which supports learners".

a) **To provide whole task practice.**

For this purpose, communicative activities should provide the learners with the opportunities to practice using the language they know in the classroom. LITTLEWOOD (1981) explains: "Learning to swim, for example usually involves not only separate practice of individual movement (part skills), but also actual attempts to swim short distances (whole task practice)". Thus, after acquiring the necessary elements (grammar, vocabulary, function, etc...) needed for communication, the learners should be provided with the opportunities to communicate through using all the skills they have acquired.

b) To improve motivation

It is worth mentioning that motivation is at the root of the student's success in learning any subject matter. Communicative activities should aim at arousing the learners 'motivation to learn and to communicate with the target language in the classroom. In fact, when engaging students in communicative activities, teachers should create a good atmosphere in class and they should make the activities more fun and enjoyable to the learners, as much as possible.

c) To allow natural learning

Communicative activities should be considered as effective tools for teachers to allow their students to acquire and use the language in a natural way. As Diane Larsen-Freeman (English teaching FORUM, (1987) puts it: "Learning is seen to be a natural, gradual process, through which students progress at their own rates."

d) To create a context which supports learners

According to LITTLEWOOD (1981), the main purpose of setting up communicative activities is to "to create a context which supports learners". LITTLEWOOD (1992) adds that this context will be the one in which participants are "creatively involved" and which "humanize the classroom". For that purpose, the teacher can promote social interaction in the classroom. So, by creating a context where the learners have the possibility to interact between each other, the teacher will put them in a situation which enables them to meet naturally the language to learn and to practice it as if they are in real communication.

1.3.4 Types of communicative activities

As RANDRIAMANALINA (2007) states in her dissertation work, there are two kinds of communicative activities: "functional communicative activities and social interaction communicative activities".

1.3.4.1 The functional communicative activities

These types of activities put the emphasis on the functional aspect of communication. In the functional communicative activities, students complete a task by

obtaining missing information. The task might be to solve a problem or to overcome the information gap.

According to LITTLEWOOD (1981), the main purpose of these types of activities is to drive learners to “use the language they know to get meaning across as effectively as possible”. Thus, functional communicative activities involve mainly “the sharing and the processing of information”: using language to share information and using language to process information (i.e., to discuss). Information gap activities and problem solving activities are best examples of these types of activities.

1.3.4.2 The social interaction communicative activities

Social interaction activities are concerned with the social interaction that will be created among the learners. In these activities, learners must pay greater attention to the social as well as the functional meaning that language conveys. As a matter of fact, the goal of these activities is for the learners to convey meanings effectively in paying attention to the social context in which the interaction takes place. Role plays and simulations are examples of social interaction communicative activities.

1.3.5 Samples of communicative activities

1.3.5.1 Role play

Role play is “a classroom activity in which students play parts or roles, and often work in pairs or in groups. The precise content and roles are often determined in advance by the teacher, usually by providing role cards. Role plays aim to prepare students for the “real world” outside the classroom by giving them fluency practice” (MATTHEWS et al (eds.) 1985)

Thus, role play is an activity which helps learners to cope with the various social situations they may encounter outside the classroom.

1.3.5.2 Information gap

An information gap activity is a classroom activity in which “two (or more) students engage in a practice activity, do not share exactly the same information. If

the task is correctly set, the students must pull their information; and are, thus, forced to communicate through English.” (HUBBARD et al 1983)

“Information gap activities also provide the “unpredictable” characteristic of a natural practice of the language.” (RANAIVOMANANA, 2002). In fact, as this type of activity is generally designed to create a need to communicate between students working in pairs, the two students in each pair are given different information. Thus, they need to get the information from each other. For that purpose, they can ask questions to find out what information they do not have or they can just share the information they have but what is sure is that they cannot predict what information the other has until it is shared.

1.3.5.3 Simulation

Simulation is a classroom activity which is similar to role play in the way that, in both kinds of activity, the students are given imaginary situations in which they have the freedom to reproduce language appropriate to these contexts and to their assigned role.

Simulation is then a classroom activity performed in groups.

In this activity, students are given an imaginary situation in which as opposed to what happens in a role play “where each student has to act out the role of the character assigned to him, each participant always retains in a simulation their own personalities”. (RICHARDS Etal 1985)

1.3.5.4 Problem solving activity

A problem solving activity is a classroom activity “which is of particular value in making the student interact between them in class since it requires the students to achieve an objective together. The objective is here to find a solution to a given problem. This objective is attainable by cooperation between the students to find the solution to the problem together. Therefore, interaction takes place when the students try to find the solution together”. RANAIVOMANANA (2002)

1.3.5.5 Games

Games are defined differently depending on the writers own point of view. For example, UR (1991) asserts that “games are essentially recreational “times out” activities whose main purpose is enjoyment. However, another definition of “games” ignores the implication of non-serious recreation and concentrates rather on their quality as organized actions; that is, rule-governed, involves striving towards a clear goal through performance of challenging tasks and provides participants and/or onlookers with a feeling of pleasurable tension”.

This means that if well-selected, games can be used to serve the communicative purpose of the language learners. They can indeed achieve a communicative goal through fun activities. In this respect, SEATON (1982) points out that “games are suitable for all learners, children and adults alike. It is usually possible to adapt a game to the learners’ age group, needs and special interest. There are games for various stages of achievement, for large and small classes, for practice in the use of vocabulary or sentence structures, for practicing tenses and so on? (...)

1.3.5.6 Sketches

According to the Chamber’s Twentieth Century English Dictionary, Edinburgh London; W&B Chambers Ltd, “sketch” means “short dramatic scene for representation by few persons”. In a sketch, the students are provided with scripts and act upon them.

Sketches allow students to practice the structures or Language Functions that they have learnt. The main purpose of a sketch is to improve the students’ fluency.

1.3.6 Advantages of using communicative activities when teaching Language Functions

Using communicative activities when teaching Language Functions contributes much to the learners’ success in learning a language. Indeed, it is now clear that first, engaging students in a communicative activity actually creates a good learning atmosphere in the classroom and it motivates them to learn the language. Second, using communicative activities also allows learners to interact between themselves in the target language which also creates social and emotional atmosphere in the

classroom, and that prepares them to communicate effectively in real life situations. Besides, when learners are involved in a communicative activity, they have more fun and are very motivated to naturally use the target language.

In addition, using communicative activities is also beneficial for teachers as they facilitate their teaching tasks. Precisely, involving students in a communicative activity can reduce the teacher's talking time to a minimum rate in the classroom and it allows them to have a student-centred class as well.

Last but not least, communicative activities also provide learners with the opportunity to reuse the Language Functions that they have just learnt in meaningful contexts.

However, it is suggested that before using communicative activities, teachers should know the students' interest, students' needs, students' ages, students' level and even students' time of the lesson. In other words, teachers should choose well the type of activity to use as well as the time when one given activity should be used. Indeed, it is difficult for teachers to teach students something that they do not like. Apart from that, a communicative activity will not be effective if the students have just been tired from their physical training of the previous session.

1.3.7 Teachers' role when engaging students in communicative activities

As we have mentioned earlier, communicative activities are designed to help teachers have a student-centred class and they are meant to provide learners with the opportunities to practise using the target language freely. That does not mean, however, that when engaging the students in communicative activities, the teacher has nothing to do in class.

It is indeed pointed out that the teacher does have an important role to perform during the activities in the classroom.

First, the teacher is supposed to be a manager or an organizer during the activities. Precisely, the success of the activities mainly depends on the teacher's organization. This is then the most important and difficult role of the teacher. He has to give the students instructions about what they are going to do and what they are to talk about.

Second, another role of the teacher is a controller/supervisor. The teacher should walk around the classroom and control if the students really do the activity or not. The teacher can also help the students whenever they have problems concerning the activity.

Finally, the teacher is also supposed to play the role of an assessor. Here, his role is to see how well the students are performing or how well they performed. This may mean praising the students and giving constructive criticism such as correcting their errors or mistakes.

In brief, the key to the students' success in learning mainly depends on the role of the teacher and one role of a language teacher is to develop the students' speaking skill. Teaching Language Functions through communicative activities helps reach this objective.

CONCLUSION TO PART ONE

This part defines what Language Functions are. Various parameters to consider in the fulfilment of a communicative purpose and thereby the importance of Language Functions in the development of the speaking skill have been highlighted. Indeed, we could see that Language Functions is very important to enable learners to communicate since the knowledge of grammar alone is not enough to do so. Two approaches likely to help in the teaching of Language Functions were then analysed: the Communicative Approach and the Functional-Notional approach.

The second chapter of this part was devoted to the different components of speaking skill. Four main sub-skills that are pronunciation, fluency and accuracy and appropriacy or appropriateness were thus discussed. We then came to the conclusion that as teachers, not only do we need to develop these sub-skills in learners, we also need to adopt the right attitude towards them and demonstrate a good command of the target language if we want them to speak effectively.

This led to investigating into what communicative activities are. It was thus found out that communicative activities are based on at least the three features of information gap, freedom of choice and feedback and we therefore tried to see what speaking activities can reflect these features. In the last part of the second chapter, it was demonstrated not only how effective tools such communicative activities can be in the teaching of Language Functions but also how important the role of the teachers is when they engage students in communicative activities.

In brief, this Part one allowed us to understand various theories related to our subject. We could appreciate the importance of Language Functions in the development of the learner's speaking skill; similarly we could see that resorting to communicative activities is the best way for teachers to deal with Language Functions in class. However, theories alone are not sufficient to cover this present research work. We still need to see how far they are applied in Malagasy *lycées*. It is therefore useful to carry out some investigations in the classrooms to accurately determine how lycée teachers and students deal with Language Functions. This leads us to the Second Part of this work.

PART TWO

ANALYSIS OF THE QUESTIONNAIRES AND CLASSROOM OBSERVATIONS

INTRODUCTION TO PART TWO

The first part of our dissertation is exclusively theoretical whereas the second part is more practical and is devoted to the study of the data collected through questionnaires and the analysis of the classroom observations. In fact, the questionnaire and the classroom observation were meant to provide us with information about the teaching of Language Functions in Malagasy *lycées* and especially about the communicative activities used by the teachers when they teach Language Functions. Indeed, there are different possible ways of collecting data such as interviews, surveys, questionnaires, etc ... but due to some financial problems and time constraints, we chose to resort to questionnaires and classroom observations.

Thus, this second part is divided into two sections. In the first section, the questionnaires are introduced and analysed. Then, the second section is composed of the report, the study, and the analysis of the classroom observations that have been carried out in different Malagasy *lycées*.

2.1 QUESTIONNAIRE ANALYSIS

The objective in designing the questionnaires in the present study is to investigate, to know the reality of teaching Language Functions and to see if the teachers use communicative activities when they teach them. In addition, we wanted to find out how they proceed when dealing with communicative activities. Moreover, we have designed questionnaires for the students because we think that it is crucial to know their opinions about Language Functions and their reactions when being engaged in speaking activities in the classroom. The questionnaires for teachers will be presented first.

2.1.1 Questionnaire for teachers

Teachers were asked questions as can be seen in Appendix 1.

2.1.1.1 Presentation of the questionnaire

In order to have a more general and a more realistic view of the teaching in Madagascar, we tried to share as many questionnaires as possible. They were distributed to public *lycées* and private school teachers who are from the following locations:

Names of the schools	Location	Number of questionnaires distributed	Number of questionnaires returned
<i>Lycée</i> moderne Ampefiloha	Ampefiloha	8	6
<i>Lycée</i> J.J Rabearivelo	Analakely	4	2
<i>Lycée</i> Ambohimana rina	Ambohimana rina	6	4
<i>Lycée</i> Andohalo	Andohalo	4	2
<i>Lycée</i> Moderne Mahitsy	Mahitsy	5	2
<i>Lycée</i> Nanisàna	Nanisàna	5	3
<i>Lycée</i> Manjakandri ana	Manjakandri ana	3	2
<i>Lycée</i> R.V Moramanga	Moramanga	4	2
<i>Lycée</i> Arcade Antaninandr o	Antaninandr o	3	2
<i>Lycée</i> Arcade Amboditsiry	Amboditsiry	3	2
St François Xavier	Antanimena	3	1
Sainte Antoine	Andravoahangy	2	2
Total		50	30

The chart shows fifty (50) questionnaires were sent but only thirty (30) of them were returned; this represents sixty percent (60%) of the questionnaires that were distributed. Nevertheless, such gathered information enables dealing with the topic under study.

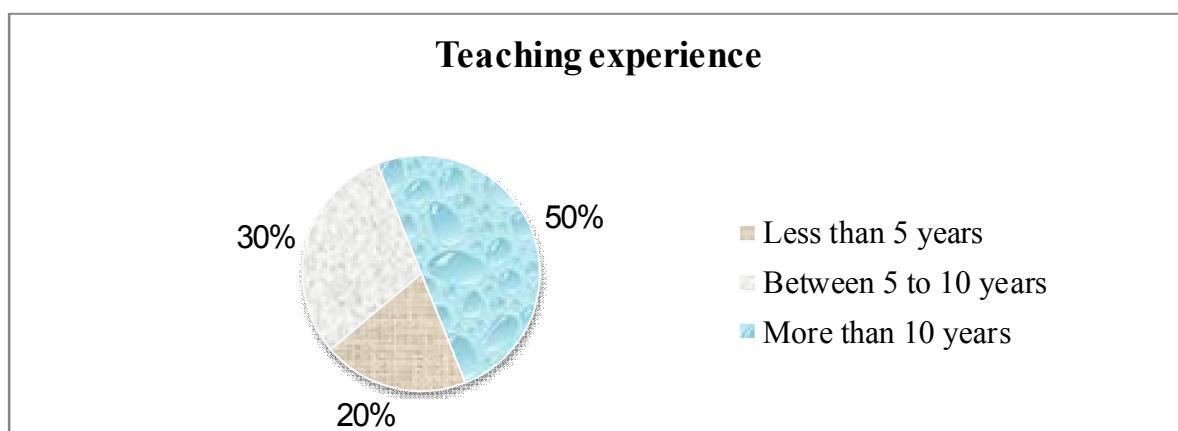
The questionnaire was made up of nine (9) questions. They were mainly focused on the teaching of Language Functions and the communicative activities. In order to see further details about the teachers' answers, each question will be analysed one after the other.

2.1.1.2 Questionnaire results and analysis

It is worth mentioning that since the questionnaire was anonymous, the teachers could express their real opinions and answered the questions honestly. As a matter of fact, the questions were all closed ones as we wanted to limit the answers that the teachers may give so that there will not be too many varieties of answers. But before dealing with the nine (9) questions that we asked, an overview of the information about the informants or the teachers proves necessary so that we can consider their answers according to their degrees and experience. The first question is thus about the teacher's experience and diplomas.

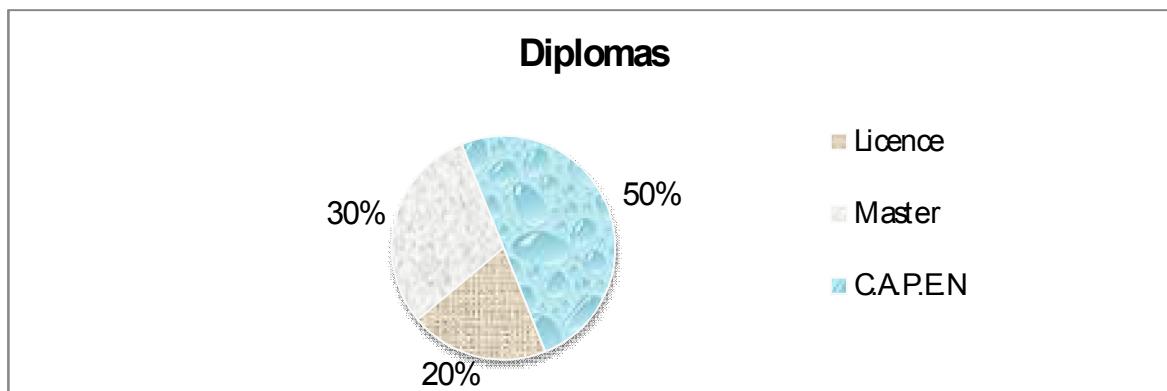
a) Experience

It is important to know how long the informants have been teaching English. It is obvious that the more experienced the teacher is the better his teaching quality should be. Thus, among the thirty (30) teachers, six (6) have been teaching for less than five (5) years; that is, twenty percent (20%) of the informants. Nine of them have been teaching between five (5) to ten (10) years; it represents thirty percent (30%) of the informants and fifteen (15) teachers have got more than ten (10) years of teaching experience; that is, fifty percent (50%) of the informants. The following graph is meant to give us a clear overview of the collected data.



b) Diplomas

Apart from having information about the experience that the teachers have, it is also important to know the degrees that the informants possess. Indeed, a teacher who has a *maîtrise* could have a different view of English language teaching compared to the one who has a CAPEN. Thus, the collected data permit us to know that nine (9) of the teachers, that is thirty percent (30%) of the informants, have the licence, six (6) of the teachers have a master degree; that is, twenty percent (20%) of the informants, and fifteen (15) of them have got the CAPEN; that is, fifty percent (50%) of the informants.

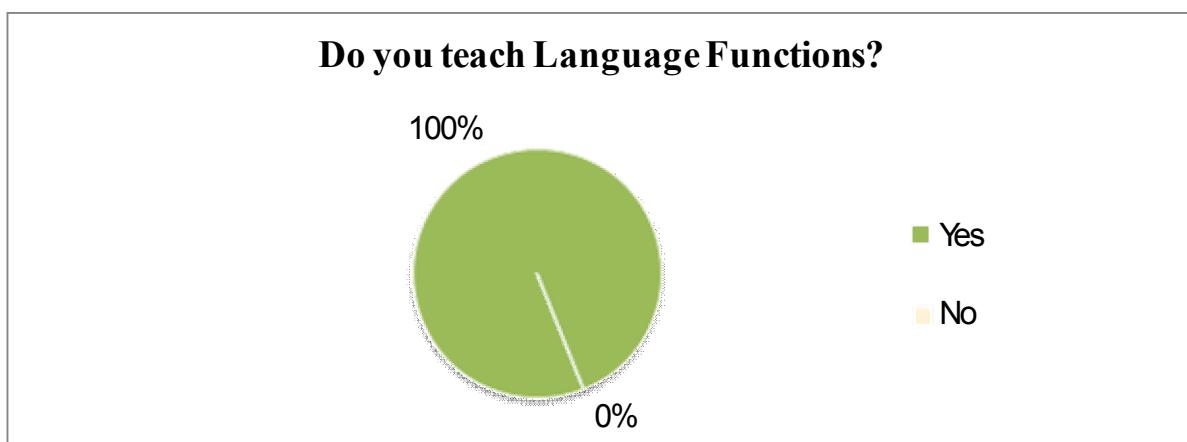


The following section describes the informants' answers to the nine questions asked to them:

Question N°1

1) Do you teach Language Functions?

Obviously, the objective of this question is to know whether teachers teach Language Functions. Thus, thirty out of the thirty teachers (30/30) answered “Yes”. It means that all the informants teach Language Functions.

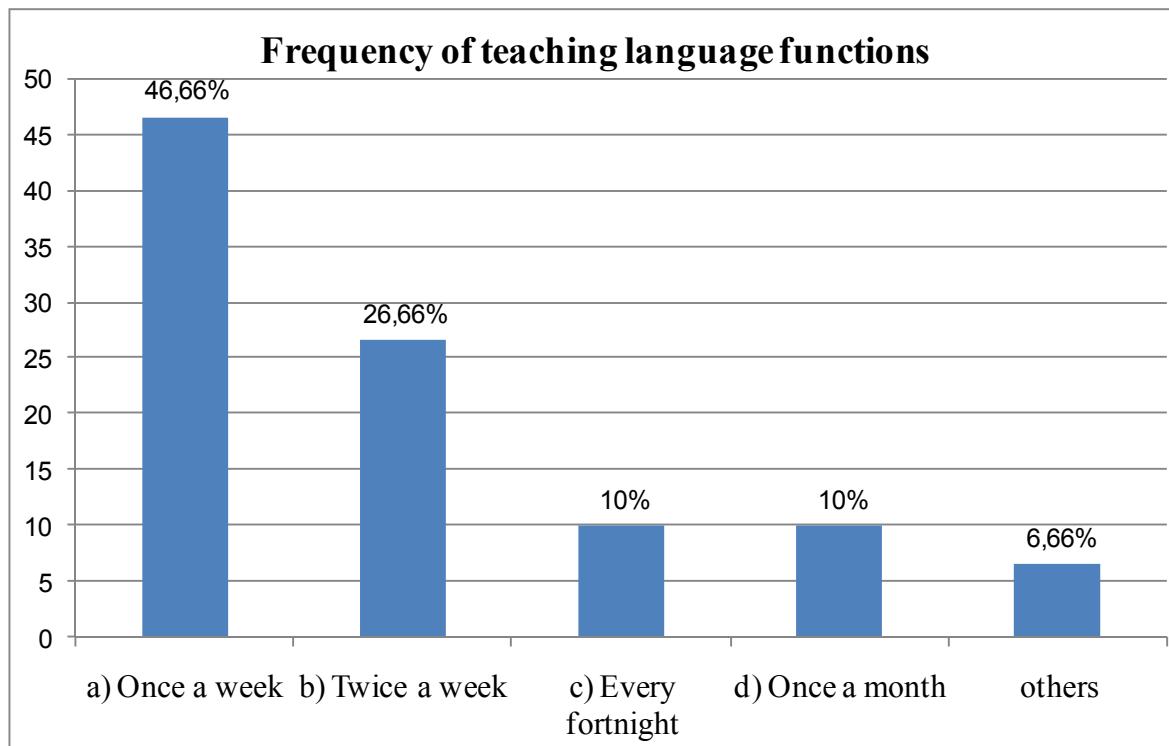


We also found it important to know how often *lycée* teachers deal with Language Functions. We indeed consider that this may reflect the importance they give to this language element which deserves to be taught as regularly as possible if we refer to the results of the review of the literature in the first part of this work. We then asked the following question:

If “yes”, how often do you teach Language Functions?

<i>a) Once a week</i>	<i>c) Every fortnight</i>	<i>Other: ...</i>
<i>b) Twice a week</i>	<i>d) Once a month</i>	

As seen through the collected data, fourteen out of thirty (14/30) teachers stated that they teach Language Functions once a week, eight out of thirty (8/30) teachers reported doing so twice a week, only three out of thirty (3/30) teachers said they teach Language Functions every fortnight, and only three others (3/30) declared that they teach Language Functions once a month. Two out of thirty (2/30) teachers gave additional information to the answers stated in the questionnaire. They assured that they teach Language Functions at almost every session. This result tells us that some English teachers give importance to Language Functions whereas the others tend to neglect it. The following diagram clearly presents the result of the collected data.



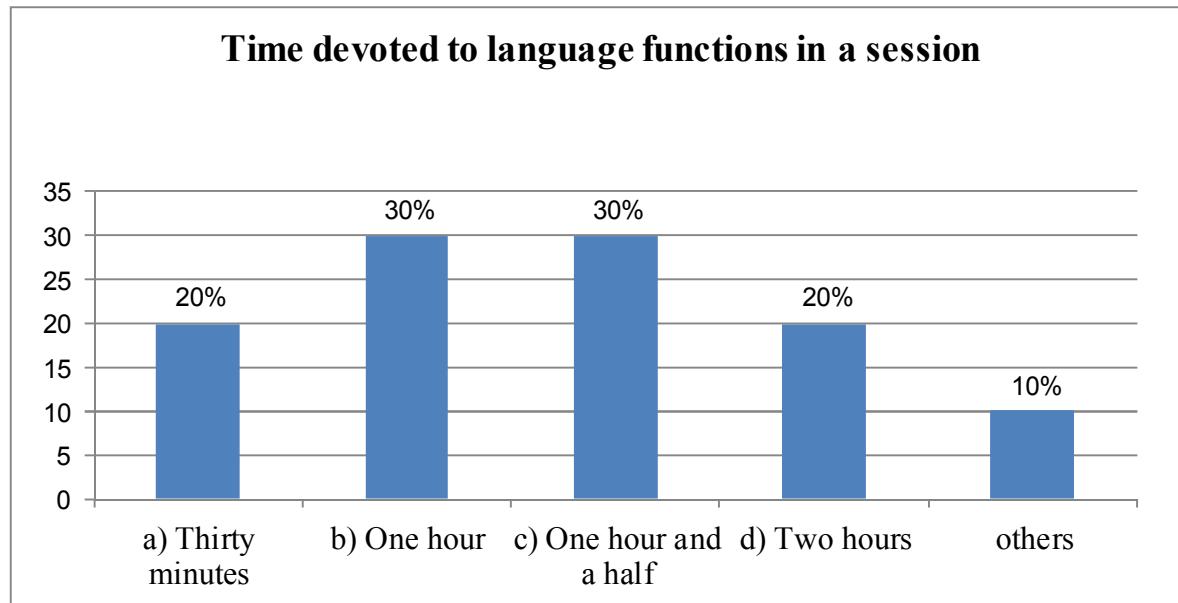
Question N°2

2) How much time do you devote to the teaching of Language Functions?

a) Thirty minutes *c) One hour and a half*
b) One hour *d) Two hours*

Other: ...

To know more about the situation, we have asked the teachers about the time devoted to Language Functions in a session. This question will certainly help us design lesson plans in accordance to the appropriate duration. Hence, among the thirty teachers, six (6) of them; that is, twenty percent (20%) of the informants affirm that they teach Language Functions for thirty minutes (30mn) in a session, nine out of the thirty (9/30) teachers or thirty percent of them (30%) mentioned that the time devoted to Language Functions lasts one hour (1h), nine out of the thirty teachers (9/30) also mentioned that they teach it for one hour and a half in a session, and among the thirty teachers, only three answered that they deal with Language Functions during a two hour session. Besides, three out of the thirty teachers (3/30); that is, ten percent of the informants (10%) mentioned that they generally do so for about forty five minutes in a session. As a result, taking this result into consideration, we can note that on average, teachers deal with Language Functions for between one hour and one hour and a half.



Question N°3

3) When you teach Language Functions, what importance do you give to the four skills (speaking – writing – reading – listening)?

This question aims at knowing which skills teachers focus on when teaching Language Functions. In fact, we would like to know if the teachers' goal is to prepare their students to speak or to write or to listen or to read English when they teach Language Functions. The result of the questionnaire will be presented in the chart below.

Skills	1 st	2 nd	3 rd	4 th
Speaking	50%	30%	0%	20%
Writing	20%	0%	10%	70%
Reading	0%	20%	70%	10%
Listening	30%	50%	20%	0%

Thus, we can observe that the general ranking of the four skills when teaching Language Functions is as follows:

Speaking – listening – reading – writing

It is important for us to know that Malagasy teachers give importance to speaking when they teach Language Functions; indeed, this comforted us in our desire to find ways to improve the teaching of Language Functions in Malagasy lycées so as to develop the lycée students' speaking skill.

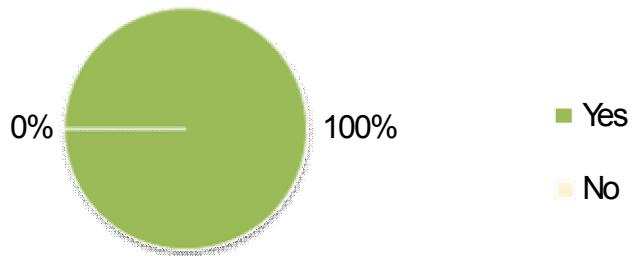
Question N°4

4) Do you use materials, when you teach Language Functions?

a) Yes b) No

We were also very eager to find out if the teachers ever use materials or not when they teach Language Functions. The data collected allowed us to know that thirty out of the thirty teachers (30/30) who have filled up the questionnaires mentioned that they do use materials when teaching Language Functions.

Do you use materials when you teach Language Functions?



If “yes”, what kind of materials do you use?

Apart from knowing that teachers use materials when they teach Language Functions, we also wanted to inquire about what kind of materials teachers use. The following chart gives us an overview of the data collected concerning the materials they use when teaching Language Functions.

Materials	Often	Sometimes	Rarely	Never
Visual aids	10%	30%	40%	20%
Written dialogues	90%	10%	0%	0%
Taped dialogues	50%	30%	10%	10%

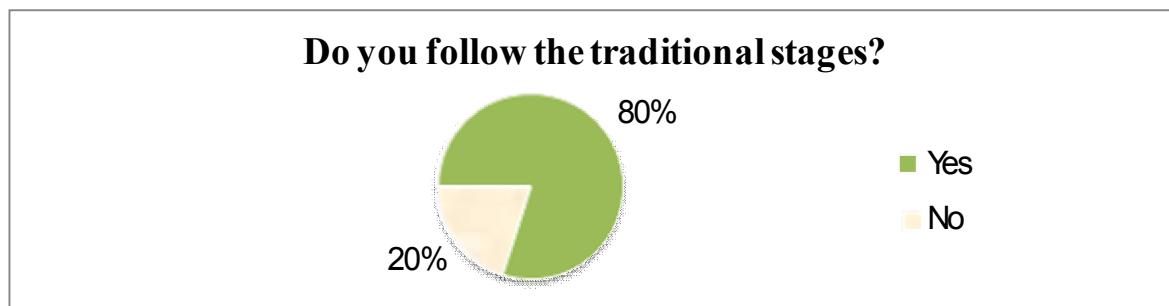
As we can see in the chart, **a great number** of teachers **often** use **written dialogues** and **half** of the informants emphasised that they also **often** use **taped dialogues** whereas only **few** of them use **visual aids often**. As we all know, using materials facilitates the teaching, so Malagasy English teachers have chosen written dialogues as the most helpful teaching aids when they teach Language Functions.

Question N°5

5) When you teach Language Functions, do you follow the traditional stages? (Presentation – practice – production stage)

a) Yes b) No

Our goal in asking this question is to determine the teachers' procedure when teaching Language Functions. Thus, out of the thirty teachers who have returned our questionnaire, twenty four or eighty percent (80%) replied that they still adopt the traditional stage when they teach Language Functions whereas six out of thirty (6/30) teachers; that is, twenty percent (20%) of them stated that they do not follow the traditional stage when they teach Language Functions.



If “no”, how do you proceed?

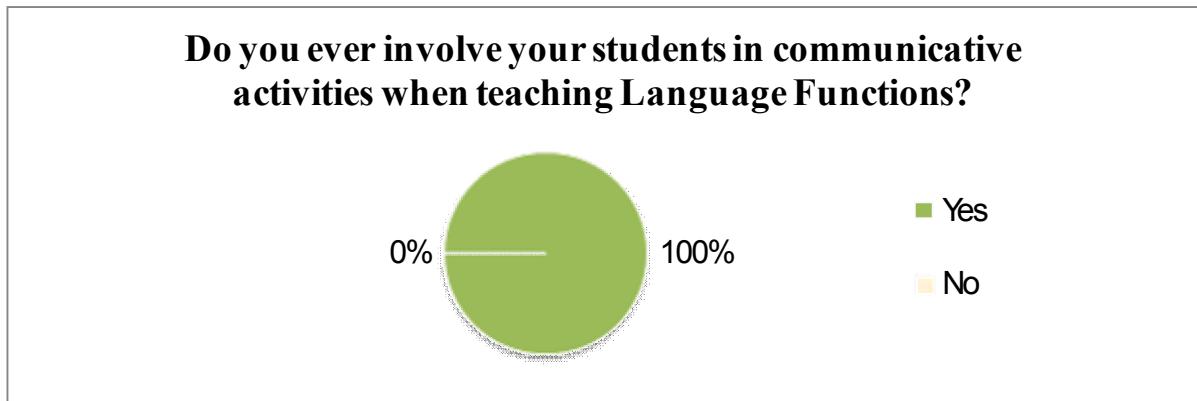
We find it interesting to know how teachers proceed when they teach Language Functions if they do not follow the traditional three stages of teaching language. Indeed, we would like to find out various ways of dealing with Language Functions. Therefore, among the twenty percent of the teachers who have replied “No”, some of them emphasised that when teaching Language Functions, they adopt the skill development procedure and give students a “pre-listening”, a “while-listening” and a “post-listening” activity. One teacher added that she uses the following procedure: “listening to the dialogue – asking students about the dialogue – listening to the dialogue again – taking the words of the dialogue – making the students repeat the dialogue – making them perform the dialogue – using a skeleton dialogue – role play”.

Question N°6

6) Do you ever engage your students in communicative activities when teaching Language Functions?

The last four questions are mainly focused on the importance of the communicative activities, so this question is meant to find out if the teacher ever engages their student in a communicative activity when teaching Language Functions or not. As a result, thirty out of the thirty teachers declared that they do so. In one word, Malagasy English teachers consider

that involving students in communicative activities is very important when teaching Language Functions. The graph below will show us the result of the data collected.



If “yes”, at what stage of teaching do you involve your students in communicative activities?

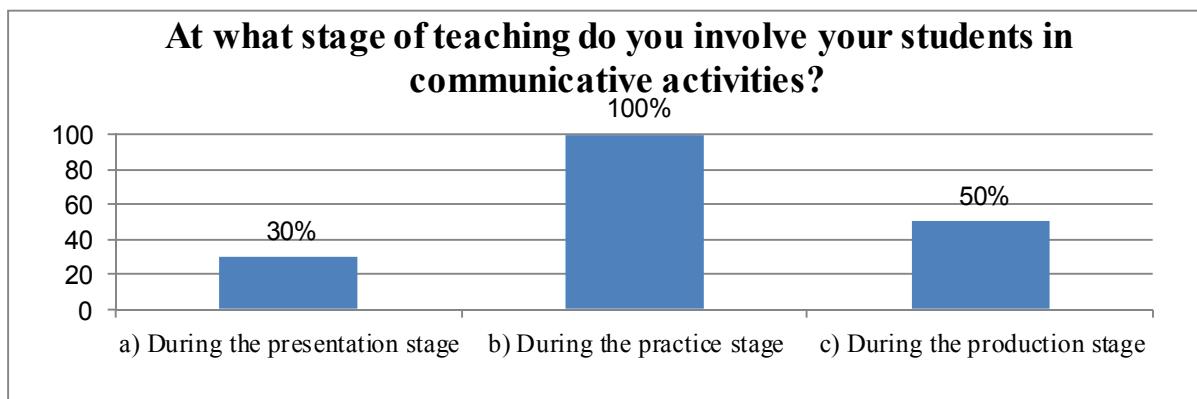
a) During the presentation stage

b) During the practice stage

c) During the production stage

This question is intended to find out at which stage of teaching it is absolutely necessary to involve students in a communicative activity when teaching Language Functions in order to develop students' speaking skills. It was reported that thirty percent (30%) of the teachers who have filled up our questionnaire involve students in a communicative activity during the presentation stage. Then, a hundred percent of the teachers reported involving their students in a communicative activity during the practice stage. Finally, seventy percent said they use a communicative activity during the production stage. From that, we can assume that it is advisable to use communicative activities during the practice and the production stage.

The following diagram gives us an overview of the collected data.



Question N°7

7) *What kind of communicative activities do you give when teaching Language Functions?*

Communicative activities	Often	Sometimes	Rarely	Never
a) Information gap activity				
b) Problem solving activity				
c) Games				
d) Simulations				
e) Role plays				
f) Sketches				

Others: ...

To know more about the situation, we have asked the teachers about the type of communicative activities that they give when teaching Language Functions. Besides, we wanted to know how often teachers use one type of communicative activities. When teaching Language Functions, **seventy percent** (70%) of the teachers **often** use **role plays** and **sixty percent** (60%) of them involved students in **information gap activities often**. Then, **forty percent** (40%) deal with **simulation often** and **only twenty percent** of the teachers use games **often**. However, **none** of them involve students in sketches **often**. To be clearer, the following chart is presented to give more details about the collected data.

Communicative activities	Often	Sometimes	Rarely	Never
a) Information gap activity	60%	10%	30%	0%
b) Problem solving activity	10%	60%	30%	0%
c) Games	20%	40%	50%	0%
d) Simulations	40%	30%	30%	0%
e) Role plays	70%	10%	20%	0%
f) Sketches	0%	20%	30%	40%

In short, we can observe that role plays are the most used communicative activity. The information gap activities follow. Simulations are also used quite often and most teachers never use sketches.

Question N°8

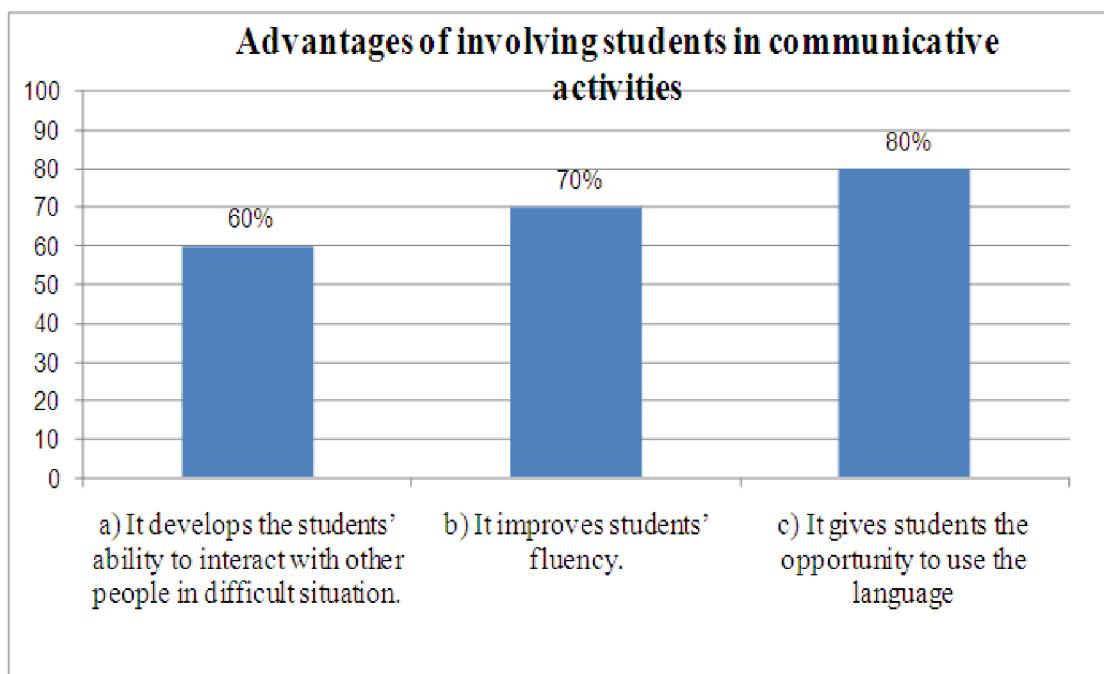
8) What do you think might be the advantages of engaging students in communicative activities when teaching Language Functions?

a) It develops the students' ability to interact with other people in difficult situation.

b) It improves students' fluency.

c) It gives students the opportunity to use the Language Functions that they have just learnt, in a context similar to the real life situation.

Other: ...



Our goal in asking this question is to know the teachers' point of view about the advantages of involving students in communicative activities when teaching Language Functions. We more precisely wanted to find out the teachers' goal when they give communicative activities. As a result, eighteen out of the thirty (18/30) teachers answered that involving students in communicative activities develops their ability to interact with other people in difficult situations. Then, seventy percent of the teachers mentioned that communicative activities help students improve their fluency. Finally, eighty percent (80%) of the teachers stated that

involving students in communicative activities gives students the opportunity to use the Language Functions they have just learnt in a context similar to the real life situation.

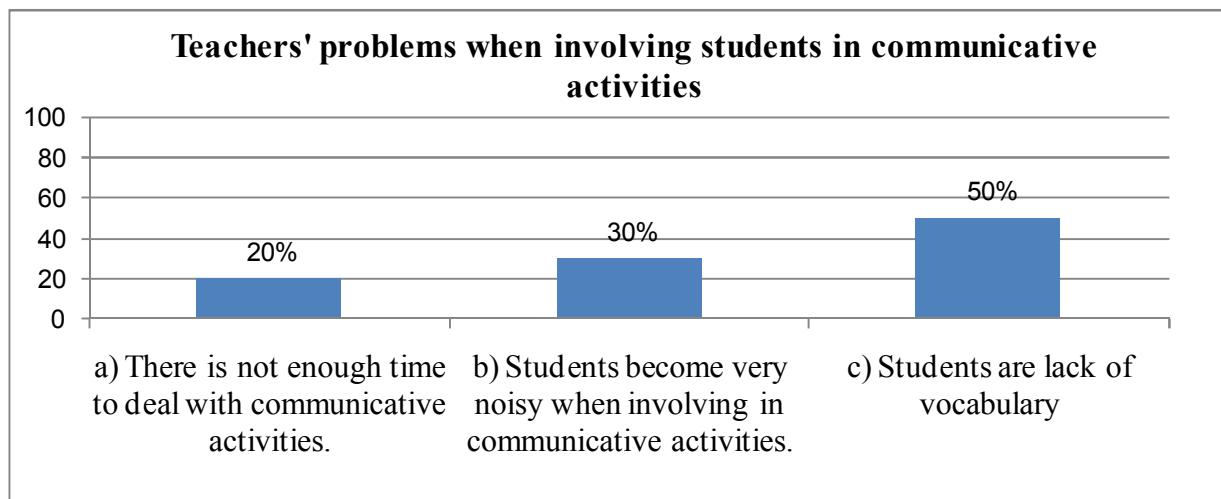
Question N°9

9) What are the most common problems you face when you involve your students in communicative activities?

- a) There is not enough time to deal with communicative activities.**
- b) Students become very noisy when involved in communicative activities.**
- c) Students lack vocabulary**

Other: ...

This last question is mainly focused on the problems that the teachers encounter when they engage students in communicative activities. Thus, twenty percent (20%) of the teachers who have returned the questionnaire claimed that there is not enough time to deal with communicative activities. Besides, thirty percent (30%) of the teachers mentioned that the students become very noisy when engaging in communicative activities. Also, fifty percent (50%) declared that the problem is that students lack vocabulary. Lastly, there are few teachers who mentioned other problems: they claimed that students are likely to translate French expressions or sometimes they interact in Malagasy. Moreover, they noticed that students tend to forget grammar rules when engaging in communicative activities. Thus, we can note that the main problem is that students lack vocabulary. The graph below will allow us to have an overview of the collected data.



The results of the questionnaires for teachers highlighted the fact that lycée teachers generally teach Language Functions and engage their students in role-plays when doing so. It also came out that they face some problems when engaging students in communicative activities. The next part deals with the questionnaire for students.

2.1.2 Questionnaires for students

The main objective in designing questionnaires is to investigate and to gather as much information as possible. Indeed, the more information we have the more reliable our work is. Consequently, we have decided to design another questionnaire for students in addition to that of the teachers. As a matter of fact, we think that knowing students' opinions, feed backs, as well as their problems would be important for our research study.

2.1.2.1 Presentation of the questionnaire

The questionnaire consists of five questions which are all closed ones. In order to facilitate students' task, some alternatives have been provided and all they have to do is to tick the corresponding answers. In addition, since we feared that *lycée* students may have difficulties in understanding English very well, we have decided to translate it into French language. A copy of each questionnaire is available in the appendix. It is worth noting that one hundred questionnaires were distributed to the *lycée* students and all of them were returned with answers. For that, we have contacted students from:

- *Lycée* moderne Ampefiloha
- *Lycée* Ambohimanarina
- *Lycée* J.J Rabearivelo
- *Lycée* Arcade Antaninandro
- *Lycée* Arcade Amboditsiry
- Sainte Antoine Andravoahangy

In order to see further details about the students' answers, each question will be analysed one after the other. So, all the questions are dealt with and the results of the questionnaire are analysed in the following presentation.

2.1.2.2 Questionnaire results and analysis

It is worth reminding that five closed questions were asked to students in both the English and French languages in order to understand their representation of Speaking activities in general and Language Functions in particular.

Question N°1

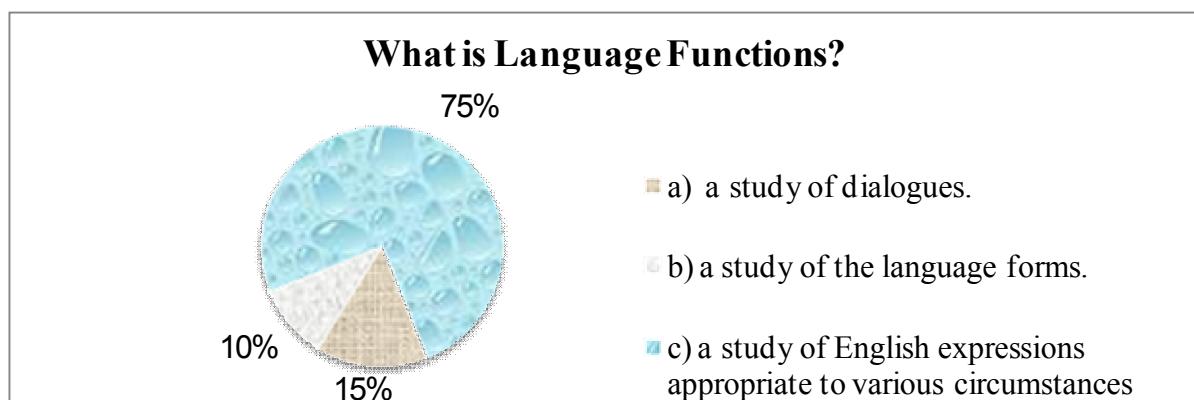
1) *What is Language Functions?*

It is:

- a) a study of dialogues.***
- b) a study of language forms.***
- c) a study of English expressions appropriate to various circumstances.***

Other: ...

This question aims at knowing students' point of view about what Language Functions is. We wanted to know if there are some students who do not know what Language Functions are at all. As a result, fifteen percent (15%) of the students think that Language Functions is a study of dialogues. Ten percent (10%) of them answered that it is a study of the language forms. Eventually, seventy five percent (75%) assert that it is a study of English expressions appropriate to the real situations. This result shows that there are still students who do not know what Language Functions are. As Language Functions are usually introduced in the form of dialogues, they are likely to think that Language Functions is a study of dialogues. Nevertheless, a great number of them have chosen the right answer as shown in the following graph.



Question N°2

2) *Which of these language elements do you like the most? Rank them in terms of what you like (the most)*

(grammar – vocabulary – Language Functions – topics)

*I*st: ... *3*rd: ...

2nd: ... 4th: ...

We have made up this question in order to get information about two main facets. First, we wanted to know the students' preference about the language elements; in other words, we would like to know if students prefer Language Functions to the other language elements. Second, we would like to find out how important Language Functions are to them. Thus, the chart below allows us to know the result of the questionnaire.

Rank	Grammar	Vocabulary	Language Functions	Topics
1 st	16%	32%	26%	24%
2 nd	19%	27%	29%	26%
3 rd	22%	22%	26%	19%
4 th	43%	9%	16%	29%

As we can see in the chart above, **only sixteen percent** of the students ranked **grammar first**; then, **thirty two percent** (32%) of them emphasized that they like **vocabulary** the most. **Twenty six** (26%) percent ranked **Language Functions second** the most. Lastly, **twenty four percent** (24) stated that they like **topic** the most. Thus, Language Functions hold the second rank as far as students' preference is concerned.

Question N°3

3) What is / are the advantage(s) you get in learning Language Functions?

a) It helps you know more about dialogues.

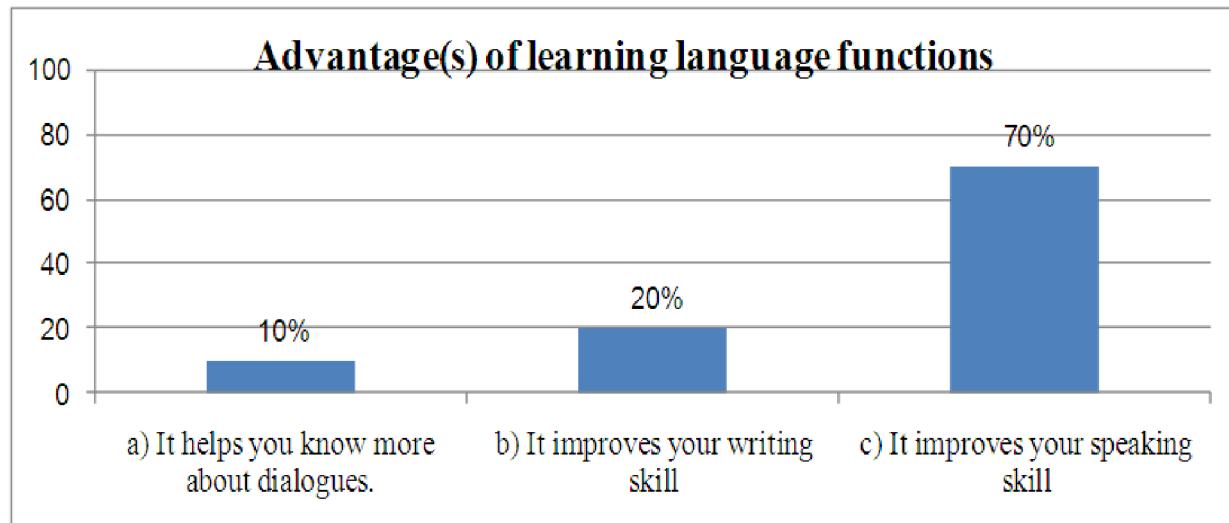
b) It improves your writing skill.

c) *It improves your speaking skill.*

Other: ...

We have asked this question in order to check if the goal set by the teachers corresponds to what the students expect in learning Language Functions. As a result, the data

collected allows us to know that for **ten percent** (10%) of the students, learning Language Functions helps to **know more about dialogues**, **twenty percent** (20%) affirm that it **improves their writing skill** and **seventy percent** (70%) emphasizes that learning Language Functions **improves their speaking skill**. So, the teachers' objectives meet the students' expectations.



Question N°4

4) Do you like participating in the speaking activities that your teacher involves you in?

a) Yes b) No

4.1) If “yes”, what is / are the advantage(s) you get through the speaking activities?

*a) It gives you the opportunity to speak English.
b) It helps you speak English naturally.
c) It helps you understand the others and to be understood.*

Other: ...

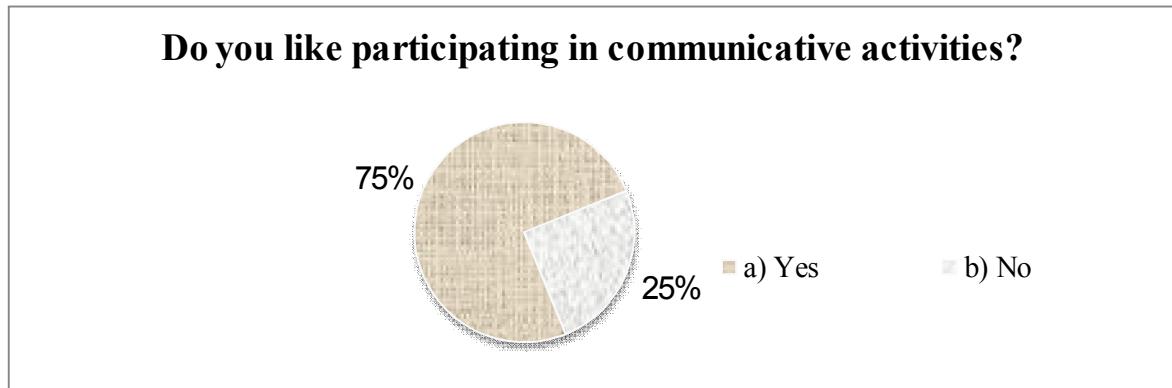
4.2) If “No”, why?

*a) Because you are shy.
b) Because you are afraid of making mistakes.
c) Because it doesn’t interest you as you are not tested orally during the exam.*

Other: ...

The first question is intended to find out the students' participation rate when engaged in speaking activities in class. Actually, we would like to know if students like

communicative activities or not. The results obtained showed that seventy five percent (75%) of the students declared that they like participating in speaking activities in class whereas only twenty five percent (25%) of them admitted that they do not like taking part in the speaking activities that their teachers propose in class. Thus, if we are to rely on those results, we can assume that the majority of *lycée* students like speaking activities. Clearly, the following graph permits us to give an overview of the collected data.



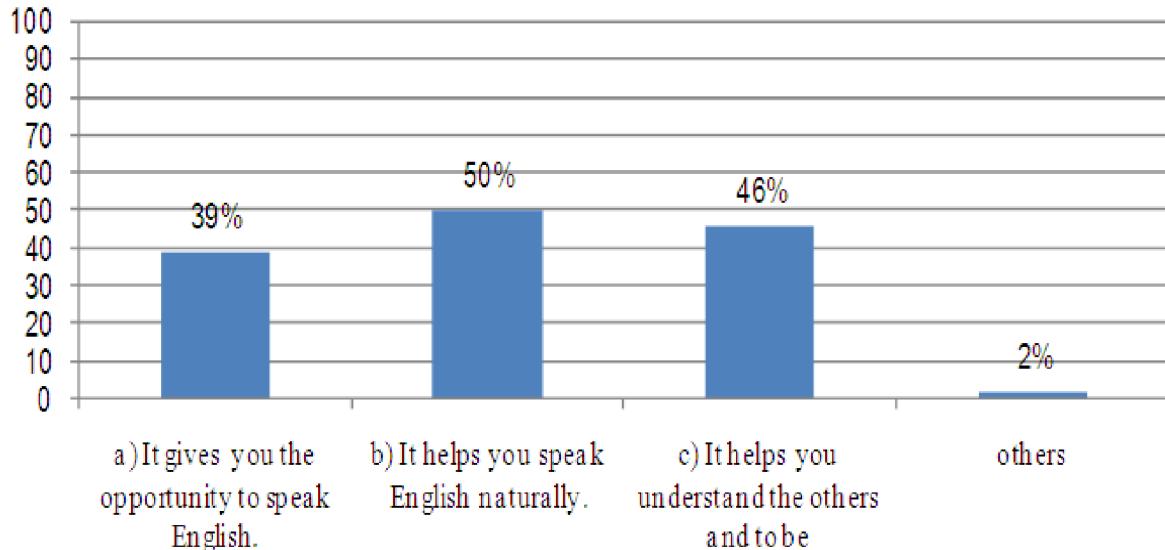
4.1) if “yes”, what is / are the advantage(s) you get through the speaking activities?

- a) It gives you the opportunity to speak English.**
- b) It helps you speak English naturally.**
- c) It helps you understand the others and to be understood.**

Other: ...

As mentioned earlier, the questionnaire is meant to get information from the students about our subjects and to get some feedbacks from them. So, this question aims at finding out what advantages students think they get through speaking activities. Thirty nine percent (39%) of them answered that it gives them the opportunity to speak English. Fifty percent (50%) mentioned that it helps them speak English naturally. Forty six others stated that it helps them understand the others and to be understood. There are two percent (2%) of them who added that it helps them reduce their fear to speak English and it helps them learn vocabulary as well. As we can see, even students acknowledged that engaging them in speaking activities certainly contribute to the development of their speaking skills.

What is / are the advantage(s) you get through the speaking activities?



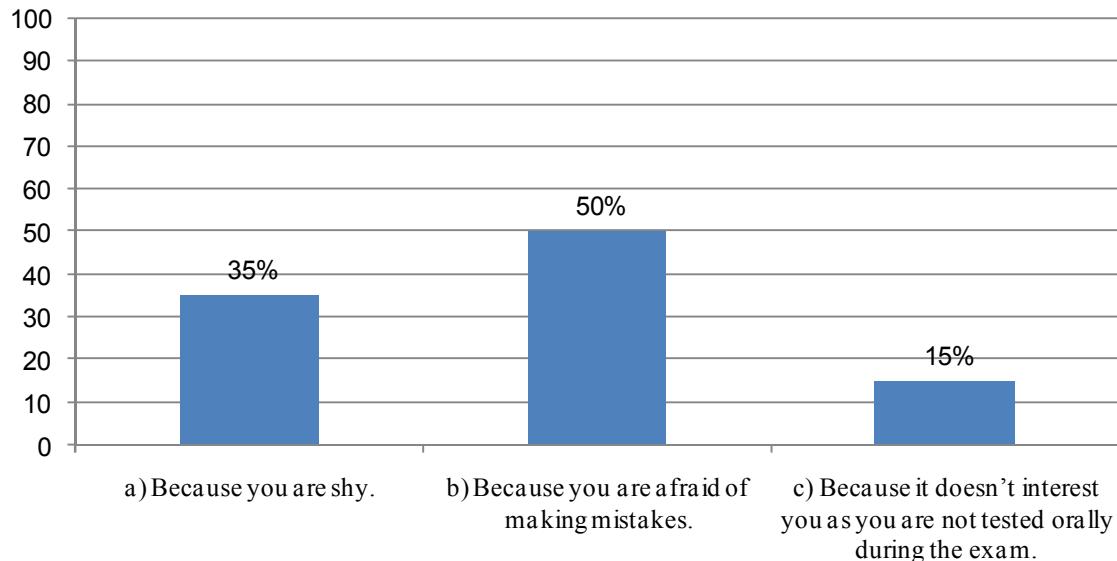
4.2) If "No", why?

- a) *Because you are shy.*
- b) *Because you are afraid of making mistakes.*
- c) *Because it doesn't interest you as you are not tested orally during the exam.*

Other: ...

We think that it is important to know the reason why students do not like participating in speaking activities in class. To be more precise, knowing that reason will help us find better ways of motivating students and help them to like speaking activities. Thus, out of the twenty five percent, students who have answered "No" in the previous questions thirty percent (30%) of them replied that they are shy. Then, fifty percent (50%) mentioned that they are afraid of making mistakes. Finally, only fifteen percent (15%) declared that it does not interest them as they are not tested orally during the exam. In one word, we can say that the majority of the students are afraid of making mistakes. The following diagram allows us to clearly see the result of the collected data.

The reason why students do not like participating in speaking activities in class.



Question N°5

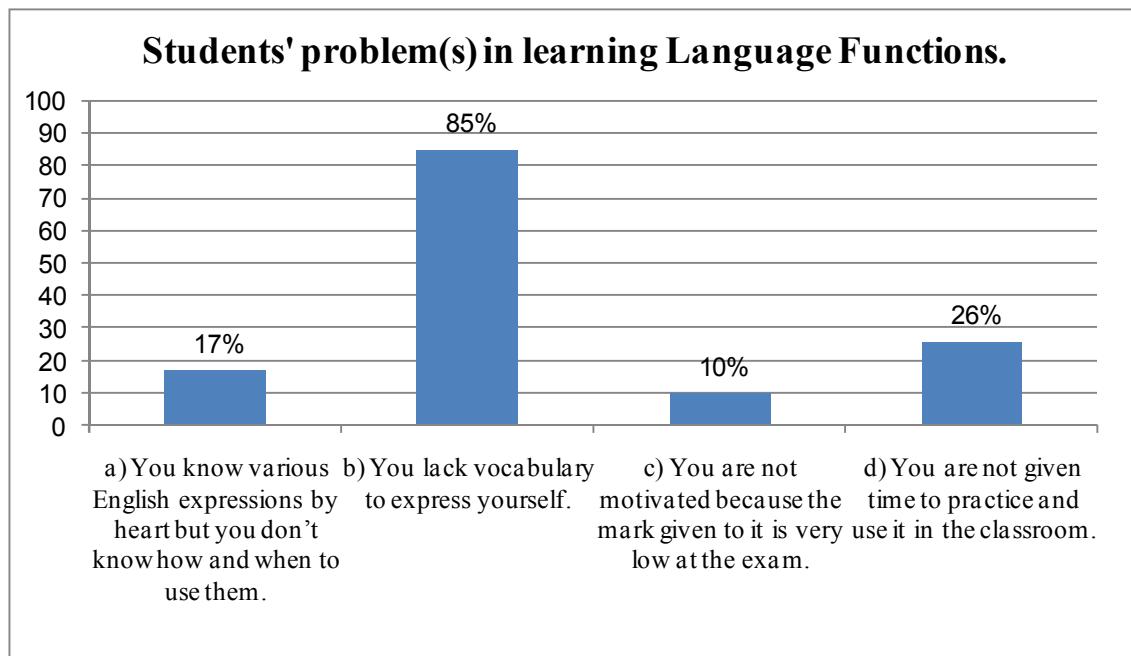
5) *What is / are the problem(s) you encounter when you learn Language Functions?*

- a) *You know various English expressions by heart but you don't know how and when to use them.*
- b) *You lack vocabulary to express yourself.*
- c) *You are not motivated because the mark given to it is very low at the exam.*
- d) *You are not given time to practice and use it in the classroom.*

Other: ...

To know more about the situation, we have asked the students about the problem(s) they encounter when they learn Language Functions. The result of the data collected is as follows: seventeen percent (17%) of the students answered that they know various English expressions by heart but, they don't know how and when to use them. Eighty five percent (85%) of them claim that they lack vocabulary to express themselves. Ten percent (10%) of them state that they are not motivated because the mark given to it is very low in the exam. Twenty six percent (26%) of them mentioned that they are not given time to practice and use

it in the classroom. By seeing this information, we can note that the students' main problem is lack of vocabulary, as shown by the following graph.



The results of the questionnaires for students definitely show that they know what Language Functions are and they like participating in communicative activities; however, students admitted that they still have problems in speaking the English language.

CONCLUSION

As a conclusion, the questionnaires that we have distributed to the teachers helped us gather information about two main facets. First, it informed us about the way teachers deal with Language Functions as well as their problems in teaching Language Functions. Second, it helped us have a clear idea of what types of communicative activities they give when teaching Language Functions.

As far as the questionnaire for students is concerned, it is mainly based on the students' opinions about Language Functions and the reason why they like speaking activities or not as well as their problems in learning Language Functions. Briefly, it gave us some information about the theme of our research study. Nevertheless, we are not yet fully satisfied with the investigation. So, we decided to carry out some classroom observations.

2.2 CLASSROOM OBSERVATIONS

Apart from the questionnaires, we have also opted for classroom observations in order to collect data concerning our dissertation. In fact, classroom observations provide additional details on the realities in the Malagasy *lycée* classes. Besides, they help confirm or infirm the teachers' answers to the questionnaire.

2.2.1 General objectives

Classroom observations have been carried out to confirm or infirm what the teachers have written in the questionnaires and to see what is really happening in the classroom when they teach Language Functions, particularly, through the use of communicative activities.

Briefly, the classroom observation will describe as closely as possible the stages and the steps teachers follow when they teach Language Functions, the materials they use to present Language Functions and the communicative activities they use in the practice and the production stage.

2.2.2 Reports and comments on the lessons observed

In this section, we will describe five (5) classes we observed in different *lycées*, they are: *Lycée moderne Ampefiloha*, *Lycée Ambohimanarina*, *Lycée Manjakandriana*, *Lycée Arcade Antaninandro* and *Sainte Antoine Andravoahangy*.

This section about classroom observations consists in a description of what went on in the five *seconde* and *première lycée* classes we observed. The lessons observed all aimed at enabling students to use Language Functions to perform a communicative task such as “offering to do something, accepting/refusing an offer”, “making suggestions”, “talking about health and illness”, “making requests”, “inviting someone, accepting/declining an invitation”, “giving opinion, giving advice”. In what follows, T stands for Teacher, S for Student, SS for Students and BB for blackboard.

2.2.2.1 Classroom observation N°1

Lesson: Offering to do things, accepting or refusing an offer.

Date: 10th June, 2011

School: *Lycée Ambohimanarina*

Level: *Première*

Number of students: 76

Duration: 1 hour

Objective: at the end of the lesson, students will be able to offer to do something, to accept or to refuse an offer.

Materials: picture

WARM-UP

T: "How can you know that a person is kind?"

S: "He always smiles."

T: "Do you always smile?"

SS: "Yes."

T: "How else can we know that a person is kind?"

S: "He helps people."

T: "Have you ever helped people?"

PRESENTATION

Step 1:

T shows a picture of two people in a shop and asks questions to clarify the situation:

T: "How many people are there on the picture?"

SS: "There are two people."

T: "Do you think they don't know each other?"

SS: "No."

T: "Well, they are friends."

T: "Let me tell you what happens here." (Explaining the situation)

T: "This is Laura and this one is Linda. They are friends. Here, they are in a shop, Laura wants to buy a new dress but she finds no money in her bag. Laura doesn't know if she has lost it on her way or if she has forgotten it at home. Seeing her friend so embarrassed, Linda offers her a help."

T: "Now, let's see through this dialogue their conversation."

T writes the dialogue on the blackboard.

SS: "Can we take it?"

T: "You can copy at the same time."

Step 2:

Dialogue:

Laura: Goodness! I haven't got any money on me.

Linda: Really? Let me lend you some. Would 10,000 *Ariary* be enough?

Laura: I'd rather have 15,000 *Ariary*, if possible.

Linda: Ok. Here you are.

Laura: That's very kind of you. Thank you.

Step 3:

T starts to explain the dialogue by underlining the expressions.

"Let me + lend you some money."

"That is very kind of you."

T: "This expression is used when you want to offer a help."

"Let me ..."

T: "And this one is used when you accept someone's help."

"That's very kind of ..."

T writes on the blackboard.

Offering to help someone

- Let me + V(-to) ...
- If you like I could + V(-to) ...
- Shall I ...
- If you like, I could just ...
- Would you like me to ...

Accepting

- Oh yes, that's very kind of you.
- Oh yes, that's very nice of you.
- That's just I need.
- Oh yes, please.
- Oh! That would be lovely, thanks.

Refusing

- Thank you for offering but ...
- It's quite alright I can manage ...
- Oh! that's very kind of you but, ...
- No, it's alright/it's ok.

Step 4

T explains the new expressions.

T reads the expressions and asks students to read as well.

PRACTICE

T reads the whole dialogue and asks SS to listen carefully.

T reads once again and asks SS repeat after him.

T asks SS to practice the dialogue in pairs and asks them to use the equivalent expressions of the underlined ones.

SS work in pairs practicing the dialogue.

PRODUCTION

Step 1

T gives a new situation and asks students to work in pairs again and to prepare a mini-dialogue.

- Your friend has broken his hand phone.
- Your sister / brother needs money urgently.
- Your mother / father can't use her / his cell phone.

T: "Offer help to them."

Step 2

T asks some volunteers to perform the dialogue in front of the class.

COMMENTS ON CLASSROOM OBSERVATION N°1

During this observation, we noticed that the teacher is really an experienced one. In spite of the great number of the students, the most numerous students among the classes that we observed, the teacher could manage to deal with the lesson smoothly from the beginning until the end.

As far as the lesson procedure is concerned, the teacher followed the traditional stage (presentation – practice – production stage) without neglecting the warm-up stage which is also important in language teaching. To make it clearer, the teacher asked some very simple questions as a warm-up activity and it really helped her to draw the students' attention to concentrate on the lesson. Then, the teacher presented the lesson, let the students practice the dialogue and she asked them to produce a mini-dialogue in the production stage.

As for the materials, the teacher used pictures and dialogues to present the Language Functions. We observed that once the teacher showed the pictures, the students seemed to be interested and it was easier for her to lead them to the lesson which was introduced in the form of a dialogue. The latter helped the teacher to contextualize the lesson.

Apart from that, we have also observed the teacher's attitude. Indeed, we could perceive that the teacher had a professional attitude and she was quite an authoritative one. This was seen through the way she set discipline in class.

Concerning the students' attitude, at the beginning, they seemed to be talkative but as time went by, they became interested especially when the teacher showed them pictures. Most

of them followed the teacher's explanation during the presentation stage. Besides, when they were asked to practice the dialogue, they did it seriously. However, it was during the production stage that they seemed to be noisy as some of them interacted in Malagasy.

To conclude, we could say that the teaching was good and satisfactory. Even so, it could have been better if the teacher had tried to reduce her talking time and gave opportunity to the students to participate more and speak English in the class.

2.2.2.2 Classroom observation N°2

Lesson: Making suggestions

Date: 16th June, 201

School: Sainte Antoine

Level: *Seconde*

Number of students: 39

Duration: 1 hour and 15 min

Objective: At the end of the lesson, SS will be able to make suggestions.

WARM-UP

Step 1:

T: "I'm going to dictate a dialogue between two persons. You listen carefully and take it in your exercise book."

SS listen carefully and take the dictation down in their exercise book.

Step 2:

T asks two SS to go to the BB and asks them to write what they have taken down on the BB.

Two SS go to the BB and write down what they have heard during the dictation.

Step 3:

T: "Is there any mistakes?"

SS: "Yes."

T corrects the mistakes.

PRESENTATION

Step 1:

T presents the dialogue which is already written on the BB:

Allan: Hello, Bill! What's up?

Bill: Hello, Allan! You know, I'm dead broke. We all need money. What can you suggest ways of getting some?

Allan: How about robbing a bank?

Bill: And what if the police arrest us?

Allan: Oh! You're right. So why don't you get a job.

Bill: That's a good idea.

Step 2:

T explains some difficult words in the dialogue.

T: "What's the meaning of 'what's up'?"

SS: "What's new?"

T writes on the BB.

To be broke = to have no money.

Step 3:

T: "Now, take your notebook and copy the dialogue."

SS take their lesson copy book and copy the dialogue.

T writes the title on the BB. "Making suggestions"

Step 4:

T: "Now, copy these following expressions." Teacher writes on the BB

I) To make suggestions:

We can say:

- **Why not** get a job.
- **What about** getting a job?
- **I suggest we** get a job.
- **Let's / us** get a job.
- **Shall we** get a job?

II) Refusing suggestions

- Oh! I don't feel like it.
- No, thanks but I think that is not a good idea.
- I'd rather ... instead.
- I don't think it's such a solution.
- No, I'm not keen on it.

N.B: informal ways:

- No way!

- Get lost!

Step 5:

T: "Now then, you follow in your dialogue and take a pencil."

T: "What is Allan's suggestion?"

SS: "Robbing a bank."

T: "Does Bill accept it?"

SS: "No, he refuses."

T: "What is Bill's suggestion?"

SS: "To get a job."

Step 6:

T explains the expressions and asks students to change 'get a job' into 'rob a bank'. T says, "what about ..."

SS: "What about robbing a bank?"

T: "I suggest we ..."

SS: "I suggest we rob a bank."

T: "Let's ..." (T appoints one student)

S: "rob a bank."

T: "If I were you...: "

S: "I'd / would rob a bank."

T: "what does 'I'd rather' mean?"

SS: "It means 'I prefer to'."

T: "What does 'I'm not keen on it' mean?"

SS: "I don't like it."

T: "with your friend, you can say: 'no way' or 'get lost'"

PRACTICE

T: "Now, take your exercise copy book."

SS take their exercise copy book.

T writes on the BB.

- I) Rearrange these words to find other suggestions made by Allan and Bill.
- 1) Your / asking / what / parents / about /? /

Answer: What about asking your parents?

- 2) Car / we / suggest / sell / I / a /. /

Answer: I suggest we sell a car.

3) Manager / if / see / were / the / I / you / would / bank / I /. /

Answer: If I were you, I would see the bank manager.

4) My / we/ uncle / shall / rich / to / write /? /

Answer: Shall we write to my rich uncle?

5) Job / getting / part-time / I / a / suggest /. /

Answer: I suggest getting a part-time job.

II) Translate into English.

- 1) Este on empruntait de l'argent.
- 2) A ta place, je demanderais de l'aide à mon père.
- 3) Je suggère que l'on vende les vélos.
- 4) Allons voir tes copains.
- 5) Pourquoi ne pas suivre tes conseils.

Answers:

1. And if we borrowed money.
2. If I were you I would ask for some help to my father.
3. I suggest we sell the bicycles.
4. Let's see your friends.
5. Why not follow their advice. T points out that 'advice' never takes an 's'

COMMENTS ON CLASSROOM OBSERVATION N°2:

The way the teacher conducted the lesson was special but very simple. The teacher asked students to take their exercise copy book and ask them to listen to her; that is, she dictated the lesson and the students tried to catch what she said. Then, she asked students to copy what they have written in their exercise copy book on the black board. This is done to check their listening capacity. After that, the teacher dealt with the dialogue.

The teacher used the black board as a teaching material. Instead of using a tape recorder, the teacher herself tried to play the role of the native speaker and made the students listen to her own voice.

Still, we observed that the teacher was strict and she never repeated during the dictation. As a result, the students were very quiet and listened to her carefully. During the explanation, she made the students participate and tried to do her best to reduce her talking time. As a result, the students did not have difficulty to acquire the lesson.

As far as the students' attitude is concerned, they are very quiet and serious. However, they like participating in class and seem to be active. This is seen when the teacher asked them to do the correction of the last exercise.

In conclusion, the lesson was satisfactory as far as the content is concerned but the teacher should have used communicative activities in order to help the students use the Language Functions they have just learnt in a communicative way. For example, when the teacher asked them to translate French sentences into English, she could have used information gap activity; that is, she should have divided the class into two groups, so, the first group is given the French expressions and the English sentences for the other group. Then, the teacher could have let them exchange the information between themselves in order to find the answer.

2.2.2.3 Classroom observation N°3

Lesson: HEALTH

Date: 21st June 2011

Level: *Seconde*

Number of the students: 60

Duration: 1h30 min

Objective: At the end of the lesson, the students should be able to talk about health and illness.

WARM UP

T: "who have been sick in this class?"

S: "me" (raising her hand)

T: "Yes, Felana. What was wrong with you?"

S: "I had a bellyache"

T: "Thank you, who else have been sick?"

S: "I had a toothache."

T: "And what did you do?"

S: "I put *Alamo* in it."

T: "And did you feel alright after that?"

S: "It stopped a little bit but it was still aching."

PRESNTATION

T writes the title on BB "TALKING ABOUT HEALTH"

T writes the dialogue on BB and asks the students to copy on their copybook at the same time.

Dialogue

Peter: Hi, John! How are you?

John: Hi, Peter. I'm not feeling well.

Peter: What's the matter with you?

John: You're looking a little pale!

Peter: Yes, I have the flu and I feel dizzy.

John: Gee, that's too bad. Have you taken anything yet?

Peter: No, not yet. I think I'm going to see a doctor.

John: That's a good idea. I wish you get over it soon.

Peter: thank you very much.

Step 1

T reads the dialogue (first). T reads the dialogue again and asks students to repeat after her.

Step 2

T asks some comprehension questions.

T: "What is this dialogue about?"

SS: "It's about health"

T: "Yes, precisely, it's asking about somebody's health. What does Peter say to ask about John's health?"

SS: "How are you?"

T underlines the word "How are you" on bb and ask its equivalents?

How are you: - How are you doing?

- How do you feel (today)?
- Are you alright?
- Are you feeling well?

T: "And what are the answers to those questions?"

- I'm not feeling well
- I'm not OK
- I'm not feeling alright

T: "What is the question that John asks to know what happened with Peter?"

SS: "What's the matter with you?"

T: "Yes, he says "what's the matter with you?" or you can also say "what's wrong with you?"

T: "And what is Peter's problem/illness?"

SS: "He has flu and he feels dizzy."

T: "if you've got pain in your head, you say I have a headache. If you have pain in your teeth you say:

-I've got / have a toothache

-I've got / have a bellyache

-I've got / have a stomach-ache

-I've got / have a backache

Exception: I have a sore throat

T: "What should you do when you are sick or ill?"

SS: "we should go to the doctor."

T: "When you are sick and you go to see a doctor, what happens there?"

T himself replies: "The patient tells/ exposes to the doctor what's wrong with him or her."

T: "So, what does the doctor do?"

SS: "He gives medicines"

T: "No, he doesn't give medicines immediately. He takes the patient's temperature. Then, he takes the patient's blood pressure (tension). Finally, he prescribes the medicines, which is called a medical prescription."

T: "If you buy the medicines written on the prescription, where do you go?"

SS: "*pharmacie*"

T: "That is French, it is called in English 'chemist's or drugstore'"

PRACTICE

T asks SS to practice the dialogue in pairs, and asks them to memorize it because he is going to erase some expressions in the dialogue.

T asks SS to act it out without looking at anything. SS practice

T walks around the classroom

T asks one pair to act the dialogue out in front of the class.

PRODUCTION

T: "Work in pairs, one student is the doctor, and the other one is the patient."

T writes the students' role on BB.

A	B
<ul style="list-style-type: none">- Ask B what's wrong with him or her- Examine B (ask questions)- Give B some advice- Take leave.	<ul style="list-style-type: none">- Tell A what's wrong?- Answer B's questions- Accept the advice- Take leave

SS work in pairs.

T walks around the classroom.

T asks SS to perform the dialogue in front of the class.

T corrects some mistakes and gives feed-backs.

COMMENTS ON CLASSROOM OBSERVATION N°3

This lesson is very interesting because it covers Language Functions and topic at the same time. Indeed, through this lesson, students could learn a lot of vocabulary.

To begin the lesson, the teacher asks students a few questions about the topic (health). Then, he wrote the title of the lesson on the blackboard. After that, he presented the dialogue on the board and asked students to copy it on their lesson copybook at the same time. Before explaining the lesson, he read the dialogue and while explaining, he gave a lot of vocabulary related to the topic. Lastly, the teacher asked students to practice the dialogue in pairs, and asked them to act it out after few minutes.

We observed that the teacher tended to focus more on the topic rather than on the Language Functions. We also noticed that when he presented the vocabulary, he always asked students to find it first, and it's only when they could not find that he gave the new vocabulary items.

As far as the communicative activity that the teacher gave is concerned, the fact of involving the students in the communicative activity was a good thing, but the instructions seem to be unclear to the students. Yet, as the instructions concerning the role play are written on the blackboard, the students A already knew what the students B would say. So, there is no real communication between them.

To sum it up, we can say that the teacher's goal was not fully met. We think that it would have been better if the teacher tried to balance the teaching of Language Functions and the topic. Also, when the teacher involved them in the role play activity, he should have shared role cards

2.2.2.4 Classroom observation N°4

Lesson: OFFERING TO DO THINGS/ OFFERING THINGS AND MAKING REQUESTS

Date: 24thJune, 2011

School: *Lycée Manjakandriana*

Level: 1ère S

Number of students: 34

Duration: 1 hour

Objective: At the end of the lesson, SS should be able to offer things and should be able to offer to do things or to offer things and should be able to make requests

PRESENTATION:

Step 1:

T presents the lessons through a dialogue

Dialogue

Ann: Good morning Sue! How are you?

Sue: Hello Ann. I'm fine...please come in!

Ann: Thank you.

Sue: Sit down. Would you like some tea?

Ann: That's very kind of you.

Sue: Here it is.

Ann: Well, I wonder if you could post my letter this afternoon!

Sue: That's all right. What are friends for!

After reading the dialogue, T asks questions:

T: "What are the expressions we use when we offer to do things to someone?"

SS: "Shall I ..., Would you like to ..., Let me ..."

T writes what the students said on the BB:

A. Offering to do a things:

- Shall I +V(-to)
- Would you like /want me to?
- Let me + V(-to) for you

T: "Now, what do you say if you want to offer things?"

SS: "Would you like some ..., Please take some ..."

B. Offering things:

- Would you like + Noun?
- Please have/take+ Noun
- How about+ Noun?
- Can I get you+ Noun?

T: "What are the answers to these expressions?"

SS: "Yes, please ..., That's very kind of you ..."

T writes on the BB the possible answers.

Answers:

- Yes please, if you don't mind.
- That's very kind of you.
- Thank you.
- No, thank you.
- Thanks but it's all right.
- It's kind of you to offer but...

T: "What expressions do you use when you make a request?"

SS: "Can / Will you ...? , Would you mind ..."

T writes again the expressions on the BB.

C. Making requests:

- Can/will you+ V(-to)...please?
- Could/would you+ V(-to)...please?
- I wonder if you could...
- Would you mind+ V(ing), please?

Replies to requests:

Accepting Refusing

- Yes, all right -Sorry but...
- OK/Sure/Certainly -I'm afraid I couldn't...
- By all means

Step 2:

T asks SS to read the lesson that they have copied on their copy book.

SS read the lesson.

T asks: "what's the title of the lesson?"

SS: "offering to do things and making requests."

T: "what's the synonym of to offer?"

SS: "To offer" means 'to give'

T: "what's the synonym of 'to make a request'?"

Ss: "to make a request" means 'to ask for'"

T: "When you are tired and you can't copy your lesson. Then, you ask someone to copy your lesson or you make a request."

SS: "Can you copy my lesson please?"

T: "an old person, for example your 'Dadabe' is very old and when you see him carrying a heavy luggage. You may offer to do things for him, so what do you say to him?"

SS: "Let me carry your luggage for you."

Step 3:

T asks some comprehension questions about the dialogue.

T "what is the request of Anne?"

S "to post a letter"

T "That's right. And what is the expression used by Sue when she offers?"

SS "Would you like..."

T asks SS to underline the expressions.

SS underline the expressions.

T 'If you have a guest and you want to offer him/her "bononoka", what would you say?"

SS "would you like "bononoka"?"

T "what should be the answer?"

SS "thanks."

T "what is the expression that Ann uses when she makes a request?"

SS "I wonder if you could..."

T "What would you say if you ask someone to close the door?"

SS "Will you close the door?"

T "Does Sue accept the request?"

SS "Yes, she does"

T "What does she answer?"

SS "What are friends for?"

T "What is the meaning of that?"

T herself replies "Inona no maha mpinamana"

Step 4:

T reads the dialogue and asks SS to repeat after her.

T→ SS

SS→SS

S→ S

T: “What would you say if you offered to do things?”

(Washing up)?

SS: “- Shall I help you to do the washing up?”

“-Would you like me to wash your clothes?”

T: “use “let me...” with “-to copy this English lessons””

SS: “let me copy this English lesson”.

T: “You offer something to your guest and please use “would you like + noun””

With - some “trondromaina” (dried-fish)

- a cup of tea”

SS: “would you like some “trondromaina”/ a cup of tea?”

T: “use “how about...” with a glass of fruit juice”

SS: “How about a glass of fruit juice?”

T: “now, if you want to refuse some “bononoka masiso” and say that you are very full, what would you say?”

SS: “It’s kind of you to offer but I’m very full.”

T: “What would you say if you ask someone to carry your heavy luggage?”

SS: “Could you carry my luggage?”

T: “What would you say if you ask your father to cook the meal?”

SS: "Would you mind cooking the meal, please?"

PRACTICE

Step 1:

T: "Now, let's learn the dialogue. Work in pairs and practise the dialogue (face to face)"

SS practise the dialogue in pairs.

T says: "after five minutes, you perform it in front of the class and please use your real names."

Step 2:

T (after five minutes) "Now, close your copybook. I need some volunteers"

Two SS perform the dialogue in front of the class.

T: "Next volunteers? Boys now!"

Two boys performed the dialogue in front of the class.

PRODUCTION:

Step 1:

T writes on the BB

You build up a dialogue: you receive your friend at home

- you greet him/her
- you offer something for him/her
- your friend accept
- He / She makes a request
- You refuse it.

Step 2:

T appoints 2 SS to perform their own dialogue in front of the class.

SS perform the dialogue in front of the class.

COMMENTS ON CLASSROOM OBSERVATION N°4

This quite long lesson only lasts one hour but the teacher could manage to finish it within that period. In fact, the teacher had a good capacity of time management. Perhaps, the reason was that the lesson was a review of the Language Functions that the student had learned in the *classe de seconde*. So, it was easier for the teacher to deal with it.

We observed that the teacher followed the 3P's procedure that is the presentation stage, the practice stage and the production stage. In other words, the teacher presented the lesson first and then, she asked the students to practise the dialogue so that they could memorize it. Finally, she engaged SS in a role play activity during the production stage.

Still, we noticed through the observation that this teacher used elicitation technique and it was very successful as the students participated and kept on speaking in English during the lesson. Besides, the fact that the teacher used practical examples such as “would you like some bononoka” and “do you want some trondromaina?”, really motivated the students to take part in the lesson.

We realized, however that the class was so noisy and some of the students laughed loudly once they heard the word “bononoka” for instance.

As far as the communicative activity is concerned, the fact of using role play was really suitable for this lesson but it was not exploited. The teacher should have given role card and she should have let everyone perform the role play remaining in their seat before asking volunteers to perform in front of the class. In conclusion, the lesson was satisfactory, in general, and we can say that the teacher's goal was reached.

2.2.2.5 Classroom observation N°5

Lesson: Review of various functions(invitation – giving opinions – giving advice – making suggestions-thanks)

Date: 30thJune, 2011

School: Lycée Moderne Ampfiloha

Level: Seconde

Number of students: 49

Duration: 1 hour

Objective: At the end of the lesson, SS should be able to understand and use various expressions T: teacher SS: students S: a student BB: black board

WARM UP:

T told a joke

T: “Bema and Badoda are friends. One day, they met in the school yard and had a quite long talk. Badoda seemed very sad. ”What’s the matter with you “asked Bema. Badoda replied that he had a toothache. «If I were you, I would pull it out “said Bema. The following day, they met again. This time Bema seemed upset and Badoda asked him “what’s wrong with you? Bema answered that he had a headache. Badoda thought for a while, then he said: “If I were you, I would cut it off”

SS listened carefully and laughed.

PRESENTATION

Step 1:

T asks SS to listen well while she is reading a dialogue and reads the dialogue twice

Step 2:

T tasks some listening comprehension questions(ORALLY)

T: “what is the dialogue about?”

S: “It is about invitation”

S: “It’s about Tony’s brother’s birthday”

T: “O.K that is all correct.”

T: "what is Julie's problem in the dialogue?"

SS "her parent's"

T "What is exactly the problem?"

SS: "Her parents are very severe"

T: "That's very right"

Step: 3

T writes the dialogue on the B.B and SS copy on their lesson copy book at the same time;

Step: 4

T reads the whole dialogue and asks SS to play the role of Julie and she plays the role of Ravo.

Ravo: Hello Julie, what's the matter?

Julie: Hello Ravo. Oh dear, Tony has invited me to come with him to his brother's birthday party this Saturday evening.

Ravo: So, haven't you got anything to wear?

Julie: That's not the problem but you know my parents have very strict attitude; they say girls shouldn't go out alone with boys and I'm upset.

Ravo: I think children shouldn't disobey their parents but besides you are not a little girl. They should trust you.

If I were you, I would try to discuss with them and try to convince them.

Julie: you know my father is very severe. He wouldn't give permission;

Ravo: what about telling your parents that I'll come with you?

Julie: That's a good idea; Thanks a lot!

Ravo: Don't mention it; what are friends for; But you'd better not come back late.

Julie: You are my best friend. I wouldn't do anything to betray you. Well, I'd rather you come with us really. I shall ask Tony to invite you too.

PRACTICE

Step: 1

T asks SS to work in pairs and practise the dialogue.

SS practise the dialogue in pairs.

Step: 2

T erases the expressions and asks S to find out what was erased.

T asks the whole class to repeat what the S said.

e.g.: “What’s the matter” was erased;

Step: 3

T asks SS to practise the dialogue again in pairs and asks them to memorize;

SS practice the dialogue in pairs.

T walks around the classroom and monitors

T asks SS to act it out from their seats (not in front of the class)

PRODUCTION

T says: “Imagine the dialogue between Tony and Ravo. Tony invited Ravo to his brother’s birthdays. (2 utterances for each person)

T asks volunteers to read the whole dialogue from their seats.

SS read their own dialogue. T gives corrections and feedbacks.

COMMENTS ON CLASSROOM OBSERVATION N°5

As it was almost the end of the school year, the teacher had already finished the syllabus. However, she told us that she could deal with the review of various functions that she had taught during the school year. Yet, since the lesson was so long the one hour period was not respected. The last stage was done in a hasty way. First, the teacher told a joke as a warm-up. And she tried to use as simple vocabulary as possible. Then, in the presentation stage, she involved the students in a listening activity. That is, she read the dialogue by herself

and asked students to listen carefully. Next, she asked some listening comprehension questions orally. After that, she copied the dialogue on the BB and read it afterwards. In the practice stage, the teacher asked students to practise the dialogue in pairs, and after few minutes she asked them to act it out remaining in their seat, not in front of the class. As we have mentioned before, the production stage was dealt with very quickly during which the students were asked to imagine a new dialogue. It was also observed that the students were very talkative and noisy from the beginning till the end. Besides, most of the students still had difficulties when they were appointed by the teacher though the lesson was meant to review the functions that they had learnt.

In addition, the teacher did not use any teaching materials except the blackboard. Thus, instead of copying the dialogue on the blackboard, she should have used handouts with a written dialogue to help her go faster. Besides, the activity that the teacher used was not a good one because the instructions were too vague. As a result, it was difficult for the students to produce the appropriate expressions. As far as the dialogue is concerned, it seemed too long and not very realistic because it tackled various topics and various functions at the same time. Consequently, we noticed that sometimes the students got confused when they were asked about the main idea discussed in the dialogue.

In short, we can say that the teacher's aim, which is to revise the various functions that the students had learnt, was not reached.

CONCLUSION

In conclusion, the classroom observations allowed us to know the real situation about the teaching of Language Functions and how teachers deal with the communicative activities when they teach Language Functions. Thus, the class observations helped us find out that most of the teachers teach Language Functions for not less than one hour and only few of them ever use teaching materials, which is totally different from what they have written in the questionnaires.

Still, it was also confirmed that role plays were the most used communicative activities, but a great number of teachers do not know how to use them appropriately and effectively.

Apart from that, we have noticed during the class observations that most of the teachers still follow the 3P's procedure when they teach Language Functions.

CONCLUSION TO PART TWO

The analysis from the two questionnaires, that is one for teachers, the other for students, and from the different class observations led awareness of the problems encountered by both teachers and students in Malagasy *lycées*.

The data gathered during our investigation made us realize that teachers are facing timing problems as the time devoted to English is only three hours a week, and it is not enough for them to cover the whole syllabus on time. Indeed, not only are teachers required to deal with a long list of Language Functions and grammatical structures, they also have to develop students' range of vocabulary through the study of various topics. What is more, since the Language Functions is not tested orally at the examination, teachers rarely focus on speaking skill and they do not give students the opportunity to speak English when they teach Language Functions. In fact, they are taught in writing, practised in different ways.

We could also observe that although teachers use communicative activities, sometimes they are not done in a communicative way at all. We could, for example, mention the case of the teacher who engaged the students in a role-play; yet, the part of one of the students was written on the board; as a result, no genuine communication took place.

For these reasons, in the next part of this present work we will put forward some solutions to the problems encountered by the teachers; besides, some suggestions are given to improve the teaching of the Language Functions through the use of communicative activities.

PART THREE

EXPERIMENTATIONS AND SUGGESTIONS

INTRODUCTION TO PART THREE

The E.N.S students' research work is mainly aimed at improving the teaching of English language in Malagasy *lycées*. After hearing about the realities in different *lycées* during our classroom observations in the Second Part of this present work, in this last Part, we will deal with the solutions and the suggestions to particularly improve the teaching of Language Functions through communicative activities in order to develop students' speaking skills.

This Part is divided into three sub-parts. The first sub-part introduces the report and analysis of the experimentations that we have carried out in different *lycées*. It is worth mentioning that the experimentations were done to find out if our lesson plans were practical, efficient and doable in the field. In the second sub-part, some general suggestions which are mainly focused on the problems encountered by the teachers will be given. Finally, the last sub-part concerns some additional suggested lesson plans which were not experimented but which, we think, would also be useful for Malagasy *lycée* teachers when they teach Language Functions in the *classe de seconde* and *première*.

3.1. EXPERIMENTATIONS

It is important to mention that because of financial problems and time constraints, we only experimented five (5) lesson plans which, we think, might be useful for the teachers and make them familiar with communicative activities when teaching Language Functions. The experimentations were done in the following *lycées*:

- *Lycée Ambohimanarina*
- *Lycée Manjakandriana*
- *Lycée Moderne Ampefiloha*
- *Lycée Arcade*
- *Sainte Antoine Andravoahangy*

Each of the five lessons we experimented in the lycées mentioned above lasted one hour and a half; they respectively dealt with the language of “invitation”, “wishes and hopes”, “shopping”, “asking for and giving advice” and “job interview”. Various materials such as pictures, role cards, Mada Job newspaper and dialogues were used during the presentation, the practice and/or the production stage in order to motivate the students and to facilitate the teaching/learning process. Communicative activities including a role-play, a simulation, a problem solving and an information gap activity were devised to enable students to use various Language Functions.

3.1.1 Experimentation n°1

Lesson: Invitation

Date: 17th June, 2011

School: *Lycée Ambohimanarina*

Level: *Seconde*

Number of students: 76

Duration: 1 hour and a half

Objective: At the end of the lesson, students should be able to invite someone, to refuse or accept an invitation.

Materials: pictures, handouts (role cards) ...

WARM-UP:

T shows a picture to the SS and asks SS questions about the picture.

T: "What can you see on the picture?"

SS: "We can see a man and a woman."

T: "What do you think they are doing?"

SS: "They are talking on the phone."

T: "What do you think this man wants to do?"

SS: "This man wants to invite the woman to go to the cinema with him."

T: "Do you think the woman is accepting his invitation?"

PRESENTATION

Step 1:

T: "Now, let's see through this dialogue if she accepts his invitation or not." T copies the dialogue on the BB.

Michael: Hello!

Jennifer: Hi, Michael. It's Jennifer. I got your message.

Michael: Hi, Jennifer. Thanks for calling me back.

Jennifer: So, what's up?

Michael: Uh, well, do you want to see a movie with me tomorrow night?

Jennifer: Tomorrow night? I'm sorry but I can't. I have to study for a test.

Michael: Oh, that's too bad. How about Friday night?

Jennifer: uh ... Sure. I'd love to. What time do you want to meet?

Michael: How about around seven o'clock?

Jennifer: Terrific!

T reads the dialogue aloud. SS carefully listen to the teacher.

Step 2

T asks some comprehension questions about the dialogue.

T: "Who is calling here?"

SS: "Jennifer is calling Michael."

T: "Why do you think Jennifer called Michael?"

SS: "Because Michael has sent a message to her."

T: "And what does Michael want her to do?"

SS: "He invites her to see a movie with him."

T: "Does she accept his invitation right away?"

SS: "No, she refuses his invitation."

T: "And what does Michael suggest?"

SS: "He suggests another date."

T: "And what is Jennifer's answer?"

SS: "She finally accepts his invitation."

Step 3

T asks SS about the expressions used by Michael to invite Jennifer and asks one S to underline them on the BB. T asks another S to underline Jennifer's answer to Michael's invitation.

T then asks students to identify the language to study and writes them on the BB.

T: "what are the expressions you use when you invite someone in English?"

SS: "Would you like to ..., I'd like to invite you ..."

I. Inviting people

Formal	Informal
- Would you like to ...	- Can you come with me / us
- I'd / would like to invite you to ...	- Let's ...

T: "If you accept an invitation, what would you say?"

SS: "With pleasure, I'd love to ..."

II. Accepting an invitation

Formal	Informal
<ul style="list-style-type: none">- I'd love to ...- With pleasure.	<ul style="list-style-type: none">- OK / That sounds interesting.- Yes I can.

T: "And if you refuse an invitation, what would you say?"

SS: "I'm afraid I can't, No I can't ..."

III. Refusing an invitation

Formal	Informal
<ul style="list-style-type: none">- I'm afraid, I can't.- I'd love to but, ...- That's very kind of you but ...	<ul style="list-style-type: none">- No, I can't.

Step 4

T asks SS to repeat after him / her.

SS repeat in chorus after the T.

T: "OK, now, I'm going to play the role of Michael and you are going to play the role of Jennifer."

SS play the role of Jennifer.

T asks SS in one row to play the role of Michael and the other role play the role of Jennifer.

T asks two SS to stand up and read the dialogue.

Two SS (one boy and one girl) practice the dialogue.

PRACTICE

Step 1:

T asks SS to work in pairs and asks them to practice the dialogue by using the equivalent of the underlined expressions and use their own names.

Step 2:

T asks two SS to perform the dialogue in front of the whole class.

Step 3:

T gives some cues and writes them on the BB. SS copy the cues on their copybooks.

Example:

- Attend a concert.
- Go to a birthday party.
- Have dinner.
- Go to the nightclub.

T appoints one S to use the cues to invite one of his / her classmates by using the cues.

One S: "I'd like to invite you to a concert with me."

S: "I'd love to."

S: "Let's go to the nightclub tonight."

S: "No I can't."

PRODUCTION

Step 1:

T: "Now, you are going to make up a dialogue in pairs, one is A and one B. I'll give you this card. Read it carefully and don't show it to anyone."

T gives each S a role card.

A	B
<p>You meet your friend B at random in the street.</p> <ul style="list-style-type: none">- Greet him / her.- Ask how he / she is.- Ask if he / she is free on Saturday night.- Invite him / her to go to the discotheque with you.	<p>You meet your friend A at random in the street.</p> <ul style="list-style-type: none">- Answer his / her greeting.- Tell him / her that you are fine.- Reply that you are free on Saturday night.- Accept his or her invitation.

Step 2:

SS do the role play standing (T monitoring around the class.)

T: "I want one pair to act the dialogue in front of the class."

Two volunteers perform the role play in front of the whole class.

Step 3:

T gives feedback.

COMMENTS ON THE EXPERIMENTATION N°1

Before dealing with this experimentation, the teacher told us in advance that we need to be courageous and to be well prepared to face the difficulties which may happen during our teaching sessions because, apart from the large size of the class, that is, seventy six (76) students in one class, the students are also very talkative and stubborn ones. Thus, we were a little pessimistic at the beginning.

Nevertheless, the picture that we showed at the warm-up stage helped us very much attract the students' attention and have them concentrate on the lesson. More precisely, once we showed the picture, they appeared interested and they were very eager to answer our questions. Additionally, the last question that we asked: "Do you think the woman is accepting his invitation?" also helped us make them focus on the dialogue to find the answer. As a result, it was easier for us to present the dialogue. They participated much during the presentation stage. Besides, since the dialogue was not so difficult and quite interesting, they showed seriousness and enthusiasm when we asked them to practice the dialogue among themselves. Once again, in the production stage, although they were quite noisy at the beginning, they started to be quiet when they were given the role card and they did the role play seriously as well.

Even so, some negative points are worth mentioning. First, as the students were too numerous, those who were sitting at the back could not see the picture very well. So, we should have given a picture to each student to avoid such a problem. Second, we realized that copying the dialogue on the blackboard, and waiting for the student to copy it on their copybook took us so much time. Instead, we should have printed the dialogue and just shared it to them to save time.

In one word, we can say that we reached our goal which is to enable students to invite someone and to accept or refuse an invitation. The students participated and performed well during the practice and production stage. It is also important to mention that despite the large size of the class, it is possible and advisable to engage students in communicative activities.

3.1.2 Experimentation n°2

Lesson: Wishes and hopes

Date: 24th June, 2011

School: Lycée Manjakandriana

Level: première

Number of students: 32

Duration: 1 hour and 30 minutes

Objective: At the end of this lesson, students should be able to express wishes and hopes.

WARM UP:

T tells SS about his personal wishes and hopes (past experience)

When I was a *lycée* student like you, I really wished to study at the university and to be an English teacher. I also hoped to study abroad.

T asks SS to stand up and ask their friends what they wish or hope to do after their studies.

T appoints SS to report what their classmates wish or hope and to write the answers on the BB.

PRESENTATION:

T presents a dialogue

Situation: Mary and Betty are sitting on a bench in the schoolyard. They are talking about their future life.

Mary: I'd love to be a nurse when I finish my studies.

Betty: But it's hard and tiring!

Mary: It doesn't matter. I've always wanted to take care of sick people and help them. Besides, I do wish to wear a white blouse with white cap. What about you?

Betty: I'd like to be a teacher because I love kids and it's an opportunity to meet them every day.

Mary: Good idea.

T reads the dialogue aloud. SS listen carefully.

Step 2:

T asks some comprehension questions.

T: "After finishing her studies, what does Mary wish to do?"

S: "She wishes to be a nurse."

T: "What does Betty think about being a nurse?"

S: "It's hard and tiring for her."

T: "What is the equivalent of 'hard'?"

S: "Difficult."

T: "What's the meaning of tiring?"

S: "Fatigant."

T: "If you work hard, you become tired as your work is tiring."

T: "Why does she wish to be a nurse?"

S: "Because she has always wanted to take care of sick people and wear a white blouse with white cap."

T: "And what does Betty wish to do after her studies?"

S: "She would like to be a teacher."

T: "Why does she want to be a teacher?"

S: "Because she likes kids."

Step 3:

T asks S to underline the expressions used by Mary and Betty when they express their wishes and hopes.

- I'd love to ...
- I've always wanted to ...
- I'd wish to ...
- I'd like to ...

T asks SS if they know other expressions about wishes and hopes.

e.g.:

- I wish to ...
- I hope to ...
- I've often dreamt of ...

PRACTICE:

Step 1:

T reads the dialogue and asks SS to repeat after him / her.

SS repeat after the T.

Building up repetition:

T → SS

SS → SS

S → S

T asks SS to practice the dialogue in pairs.

T appoints volunteers to perform the dialogue in front of the class.

Step 2:

T reads the expressions and asks SS to repeat after him / her.

T gives some cue words and asks SS to use the new expressions with them.

E.g.: **I'd like to** be an interpreter.

- To become a policeman.
- To speak English fluently.
- To study abroad.
- To be a president of the republic.

- To become a famous singer.

PRODUCTION:

T involves SS in simulation.

Step 1:

T presents the scenario to SS together with the appropriate background information.

Justin Bieber is a talented young singer in America. He is interviewed by journalist about what he wishes or hopes to do in the future.

Imagine the conversation between him and the journalist and build up a short dialogue by using various expressions about wishes and hopes.

Step 2:

T asks SS to work in pairs, one S plays the role of Justin Bieber and the other students will be the journalist.

T gives some clues:

- Future career.
- Place to live in the future.
- Future wife and number of children.
- Future studies.

Alternative:

Mitia has got her baccalaureate at the age of thirteen. A journalist comes to interview her about her future life. Imagine the conversation and build up a dialogue.

Step 3:

SS work in pairs to study the background information in details and practice the dialogue according to their roles.

T monitors and supervises the activity.

T (after five minutes) asks volunteers to perform the simulation in front of the class.

SS perform the simulation in front of the class then, the teacher gives feedbacks.

COMMENTS ON THE EXPERIMENTATION N°2

As opposed to the large class size in experimentation N°1, this time, the number of students is not very high. Besides, the teacher had told us in advance that they are good students and serious ones.

In the warm up stage, the fact that the teacher told his / her personal wishes and hopes was good as it showed an example that the students should imitate when they are asked to tell their personal wishes or hopes. Moreover, the fact of asking students to stand up also synergized them and relaxed them to learn the lesson. This way, during the presentation stage, we felt very at ease explaining the lesson because not only were they so motivated, but they also participated and did not hesitate to ask questions when they didn't understand. During the practice and production stage, we noticed that most of them interacted in English and many of them volunteered when they were asked to answer the questions and to perform the simulation.

However, we admit that there are some points which needed improvement. We noticed for example that some students got confused with the various grammatical use of the verb “to wish” when they expressed their wishes. Besides, we should have gotten more information about “jobs and profession” because we did not expect that they would ask us so many questions about it. Finally, when we dealt with the simulation, we thought that everyone knew the famous young singer called Justin Bieber. However, a few of them have not heard about that name at all. So, we had to deal with the alternative which is a Malagasy context.

To conclude, in spite of the negative points, we can say that the experimentation was satisfactory and the communicative activity that we used was efficient.

3.1.3 Experimentation n°3

Lesson: Shopping

Date: 30th June, 2011

School: Sainte Antoine

Level: Seconde

Number of students: 38

Duration: 1 hour and a half

Objective: At the end of the lesson students should be able to understand and use the expressions about shopping.

Materials: handouts, tape recorder ...

WARM UP:

T: "Do you like shopping?"

SS: "Yes, we do."

T: "When you go shopping, where do you usually go?"

S: "I usually go to Behoririka."

T: "Do you go to the Chinese shops there?"

S: "yes."

T: "What do you buy for your brother or sister at their birthday?"

SS: "T-shirts, a pair of jeans, a watch ..."

PRESENTATION:

Situation: This dialogue is about a lady who is buying something for her daughter.

Listen to the tape.

Step 1:

T asks SS to listen to the tape well and plays the tape.

SS listen carefully.

T plays the tape one more time and asks the SS to take notes on what they heard.

T asks some questions.

T writes the questions on the BB.

- Why does the lady go shopping?
- What are the items proposed by the vendor?

- What does she finally buy?

T plays the tape for the third time.

SS listen well.

T asks SS to answer the questions.

SS' expected answer:

1. Because it's her daughter's birthday and she wants something really special for her.
2. A golden bracelet, a ring, a golden pen, a watch, a calculator, ...
3. She finally buys a calculator.

Step 3:

T shares the handouts containing the dialogue (see appendix).

T plays the tape again.

SS listen to the tape and follow on their handouts.

Step 4:

T asks SS to underline the expressions about shopping in the dialogue.

- Can I help you?
- I need ...
- How much is it?
- It's ...
- I'll take it.

T asks SS if they know other expressions about shopping.

T writes the following on the BB.

A. Expressions used by the buyers or customers.

1. Asking for things

- I'm looking for ...
- I need ...
- Do you sell ...
- Can I have a look at ... please?

2. Asking about the price

- How much is it?
- How much does it cost?

3. Saying something is very expensive

- It's too expensive. I can't afford it.
- It's terrible.

4. Bargaining

- Can I bargain?
- Can I discuss its price?
- Can I have it at ...?

5. Deciding to buy

- OK, I'll take it.
- Thanks, I'll take one, please!

6. Deciding not to buy

- Thank you but it's not the one I'm looking for.
- No, I'm not going to buy because it's too expensive.

B. Expressions used by the sellers

1. Asking the customers' needs

- Can I help you?
- What can I do for you?
- Is there something I can do for you?

2. Giving the price

- It's ...
- It costs ...

3. Saying something is not available

- I'm afraid we haven't got it / that.
- We have sold it out.
- It's not in stock.

4. Saying something is available

- Yes we have ...

PRACTICE:

T reads the expressions and asks SS to repeat after him / her.

Step 1:

T asks the half of the class to be the buyer and the other half will be the seller.

T asks them to use the expressions above.

T: "Let's suppose that you are in a shop and a buyer wants to buy a pair of jeans."

For the buyer:

- Ask what you need.
- Ask about the price.
- Say that it's too expensive and bargain.
- Buy it.

For the seller:

- Ask what the buyer needs.
- Give the price.
- Accept his or her bargaining.
- Thank him or her.

Step 2:

T reads the original dialogue and asks SS to repeat after him / her.

T asks two SS to stand up and practice the dialogue.

T: "Now, you work in pairs and practice the dialogue."

SS practice the dialogue in pairs.

T (after five minutes) asks SS to perform the dialogue in front of the class.

Step 3:

T asks volunteers to perform the dialogue.

SS perform the dialogue in front of the class.

PRODUCTION:

T involves students in a game activity.

Step 1:

T divides the class into two groups and explains that the first group is the seller and the other one is the buyer.

Step 2:

T shares the pictures of the items that the seller is supposed to sell and each buyer is given the list of the items he / she wishes to buy.

T explains that the seller should not openly display their items and they may have or not all the items that the buyers may want to buy.

SS play the game.

T, after five or ten minutes, asks who has managed to buy or sell the most items. They are the winners.

COMMENTS ON EXPERIMENTATION N°3

In this experimentation, we had a timing problem. Precisely, the listening activity took us so much time that the last stage, that is the game, was done in a hurry.

We noticed that when seeing the tape recorder, the students got excited and were very eager to know what kind of listening they would be involved in. Once we played the tape, they listened carefully and the class was very silent. Then, when we asked them some comprehension questions, they could answer well. And when they were asked to repeat the dialogue, they did their best to imitate the native speakers' pronunciation as well as the accent. Besides, since the dialogue was interesting and funny, the students enjoyed it. So, the teaching atmosphere was good and the students understand the lesson easily. Moreover, when we announced that they are going to play a game, they were very happy. Unfortunately, we had only few minutes to play the game. Perhaps the reason was that we spent much time copying the expressions on the blackboard. To avoid such a problem, it is better if the teacher includes the various expressions along with the dialogue in the handout.

To sum it up, it is proved that using a tape recorder helped us very much to motivate the students to participate in class, and, listening to native speakers also incited them to speak

English. Psychologically speaking, the game used also affected the students' motivation as it stimulated them to participate and speak in class. Thus, we can say that our goal, which is to enable students to understand and use various expressions about shopping, was reached.

3.1.4 Experimentation n°4

Lesson: giving and asking for advice

Date: 28th June, 2011

School: Lycée Arcade Antaninandro

Level: Seconde

Number of students: 60

Duration: 1 hour and a half

Objective: To enable students to ask or give advice and to accept a piece of advice.

Materials: cards

WARM UP:

T tells SS: "Last week, I found a purse on my way in the street. I took and opened it. There was a lot of money and an identity card of a woman in it. I was very embarrassed, I didn't know what to do and now, I still don't know what to do. I need your advice."

T: "So, if you were me, what would you do? You can answer it by saying: 'if I were you I would / I should' ..."

SS try to find the answer (brainstorming).

- Take and hide it. (If I were you I would take and hide it.)
- Give it back to the woman. (You should give it back to the woman.)
- Hand it to the police. (I advise you to hand it to the police.)

T can help by asking SS yes or no questions such as:

Would you take it? / would you try to find the address of the woman? ...

PRESENTATION:

Step 1:

T writes the title of the lesson writes the expressions on the BB. “Asking for and giving advice” and explains what advice and to advise are.

Advice (noun): uncountable noun: an idea or opinion that you give someone about what he / she does or how he/she behaves.

To advise (verb): to tell a person what you think he / she should do.

Step 2:

T presents a mini-dialogue.

T tells SS: “In this dialogue, Jack and Carlos are friends. Jack smokes cigarettes. He smokes twenty cigarettes a day; he told Carlos that he wanted to stop smoking cigarettes. Listen to their conversation”.

Dialogue:

Jack: I wish I could stop smoking but I don’t know what to do.

Carlos: If I were you, I would stop it right away.

Jack: Yes, that would be alright in theory, but in practice, it doesn’t work.

Carlos: In that case, I advise you to see a doctor.

Jack: Yes, that’s a good idea, thanks for the advice.

Step 3:

T reads the mini-dialogue and asks SS to listen carefully.

SS listen to the T.

T still asks some questions about the dialogue.

T: “What is Jack’s problem?”

SS: “He wants to stop smoking but he doesn’t know what to do.”

T: “And what does Carlos advise him?”

SS: "He advises him to stop smoking right away."

T: "Does he accept Carlos's advice?"

SS: "No."

T: "And what does Carlos advise him again?"

SS: "Carlos advises him to see a doctor."

T: "Do you know the synonym of right away?"

SS: "'Right away' means 'immediately'."

T: "What is the meaning of 'that would be alright in theory...?'"

T: "It means, it's easy to say it but difficult to do. We also say, 'It's easier said than done.'"

Step 4 (building up repetition):

T asks SS to repeat after him / her.

SS repeat in chorus.

T plays the role of Jack and asks SS to play the role of Carlos.

T asks one row (depending on the number of the rows) to play the role of Jack and the other row plays the role of Carlos.

T asks two SS to stand up and practise the dialogue.

Step 5:

T asks SS to underline the expressions used by Jack when he asked for advice. Then, the expression used by Carlos when he gives a piece of advice.

T gives other expressions about "asking and giving advice."

I. Asking for advice.

- What should I do?
- What do you advise me to do?
- If you were me, what would you do?

II. Giving advice

- You should + V(-to)
- I advise you to ...
- If I were you, I would ...
- If I were in your shoes, I would...
- Why don't you ...
- You'd better...

III. Accepting a piece of advice

- That's a good idea.
- I think I'll do that.

PRACTICE:

T asks SS to work in pairs and practise the dialogue by using the new expressions to replace the underlined ones.

T walks around the classroom to supervise.

T asks volunteers to perform the dialogue in front of the class.

PRODUCTION:

T involves SS in a problem solving activity.

Step 1:

T asks SS to work in groups. Each group is composed of three students.

Step 2:

T gives each group member different cards containing the problem to be solved.

Problem N°1:

Leonard received a scholarship to study in the United states. Unfortunately, two days before leaving Madagascar, his mother was seriously ill. What should he do?

Problem N°2:

Roberts is seventy years old. He fell in love with a very young girl. She is eighteen years old. She loves Roberts because he is a rich man but her parents do not let her marry him because they think that Roberts is too old for her. What kind of advice do you suggest them?

Problem N°3:

Rajao is a simple farmer but he likes gambling. He was very lucky. He won the lottery about one billion Malagasy francs. However, he doesn't know what to do with this big amount of money. Give him advice.

Step 3:

T explains the activity: “You announce your problem written in the card to your friend by using the expressions of asking for advice. Then, you give advice to your friends’ problems.”

SS work in a group of three and do the activity.

Step 4:

T asks volunteers to perform in front of the class after ten minutes.

Step 5:

T gives feedbacks.

COMMENTS ON THE EXPERIMENTATION N°4

It is important to mention that we could finish the lesson from the beginning until the end and the pace and the rhythm of the teaching went well.

As far as the teaching procedure is concerned, we still maintained the 3Ps procedure without neglecting the warm up stage. In this experimentation, the warm up activity we used was very simple but efficient. In the presentation stage, we could reduce our talking time by involving students in question and answer techniques. Thus, since the students were given opportunity to speak English, they seemed to be motivated and took part in the lesson. Then, when the students were asked to practise, although the class was quite a large one, we could see that everybody did seriously what they were told to do. Finally, in the production stage, the students enjoyed very much the communicative activity that we proposed to them because not only was it presented on cards, but the problem written on each card was also interesting and quite funny. As a result, we realized that they were very eager to interact with their friends to announce their problems and to give a piece of advice to that of their friends. Some of them could even come up with realistic advice. It looked as if they were in real social contexts, and that is considered as one of the advantages of using communicative activities.

To conclude, this was a good experimentation and we can say that we reached our goal. It is also worth mentioning that the problem solving activity is really suitable for teaching Language Functions about “asking for and giving advice” as this activity corresponds exactly to the needs of the language in real life communication.

3.1.5 Experimentation n°5

Lesson: Job interview

Date: 7th July, 2011

School: Lycée Moderne Ampefiloha

Level: première

Number of students: 35

Duration: 1 hour

Objective: At the end of the lesson, students should be able to sit for a job interview.

Materials: pictures, newspaper (Mada job), cards,

WARM UP:

Step 1:

T shows some pictures and asks students to guess the person's job on the picture.

T points at the picture and asks: "What's this person's job?"

SS: "A teacher."

T: "How about this one? What does he do?"

SS: "He is a painter."

T: "That's right."

T: "And what do you think this woman's job is?"

SS: "She is a nurse."

T: "Yes, that's perfect."

Step 2:

T asks students: "When you get your baccalaureate, do you plan to continue your study or do you plan to look for a job immediately?"

S: "I plan to continue my study."

T: "Where do you want to continue your study?"

S: "At the university."

T: "How about the others?"

S: "I will look for a job."

T: "Can you tell us why?"

S: "Because I need money."

T: "OK, thank you."

PRESENTATION

Step 1:

T writes the title on the BB, "Job interview"

T shows a newspaper (Mada Job). (See appendix)

T asks SS: "What's this?"

SS: "It's a newspaper."

T: "Why do you think people read this?"

SS: "Because they want to look for a job."

T: "If they find an interesting job in it, what do you think they should do? Are there any papers that they have to fill in?"

S: "Yes, a C.V and a job application."

T writes on the BB: "To fill up a job application form."

T: "After filling up a job application form, what other steps do they have to do?"

S: "They sit for an interview."

T: "That's right."

T writes again on the BB: "To sit for an interview / to have a job interview."

Step 2:

T presents a dialogue about a job interview.

Interviewer: Good morning! Have a seat please!

John: Good morning! Thank you.

Interviewer: Can you introduce yourself please?

John: Of course. My name is John Smith. I'm thirty years old.

Interviewer: Are you married?

John: No, I'm not. I'm still single.

Interviewer: well. Why did you apply for this job?

John: I studied about it at the university and I've already worked as a sales manager before.

Interviewer: Can you tell us about your educational background please?

John: I studied both management and marketing at the university but I majored in marketing.

I graduated from the university three years ago.

Interviewer: Do you have special skills? What are they?

John: Yes I do. I'm really good at computers.

Interviewer: How many languages can you speak?

John: I can speak three languages. Apart from English, I can speak French fluently and I'm also good at Spanish as well.

Interviewer: that's great. How much do you expect as a salary?

John: I think £2000 will be alright.

Interviewer: Do you have any question to ask?

John: Oh yes. Could you tell me about the working hours, please?

Interviewer: It starts at eight o'clock in the morning and ends at five o'clock in the afternoon.

Now, we thank you so much and we will call you about the result.

Step 3:

T reads the dialogue loudly.

SS listen carefully.

Step 4:

T asks some comprehension questions about the dialogue.

T: "What's the reason why John is applying for the job?"

SS: "Because he has worked as a sales manager before."

T: "What is his educational background?"

SS: "He studied management and marketing but he majored in marketing."

T: "What is his special skill?"

SS: "Using computers."

T: "What languages he can speak?"

SS: "He can speak English, French and Spanish."

T: "How much does he think they should pay him?"

SS: "£2000."

T: "How will John know about the result of the interview?"

SS: "They will call him by phone."

PRACTICE:

Step 1:

To make students familiar with this dialogue, teacher reads it aloud and asks them to repeat after him.

T reads the dialogue.

SS repeat after him.

Step 2:

T: "Ok, I'm going to play the role of the interviewer and you are the applicant."

Interactions:

T → SS

SS → SS

S → S

Step 3:

T: "Now practice the dialogue in pairs, one plays the role of the interviewer and the other one plays the role of the applicant."

SS practise the dialogue.

PRODUCTION:

T involves SS in a role play activity.

Step 1:

T shares to each student a role card.

T explains the activity: "work in pairs according to your role; that is, one will be the interviewer and the other will be the applicant."

Interviewer (A)	Applicant (B)
<p>You are the interviewer</p> <ul style="list-style-type: none">- Greet the applicant (B).- Tell B to sit down.- Ask his / her name and age.- Ask if he / she is married or not.- Ask what language he / she speaks.- Ask if B has already worked as a sales manager.- Ask if B is good at computers.- Ask what B's diplomas are.- Ask how much B thinks you should pay him / her.- Ask if B has any questions.- Reply to B's questions.- Tell B you will call him / her by phone about the result of the interview.- Let B leave.- Take leave.	<p>You are the applicant</p> <ul style="list-style-type: none">- Greet the interviewer (A)- Thank and sit down.- Answer his questions.- Ask about the working hours and days.- Take leave.

COMMENTS ON THE EXPERIMENTATION N°5

In this last experimentation, since the students had already learnt about “jobs and professions”, it was not difficult for us to deal with this lesson concerning job interview. Even if the lesson was quite long, the time was respected.

As we did during the previous experimentations, we always gave importance to the warm up stage. In this lesson, the warm up activity that we dealt with was rather long but interesting. First, we showed pictures to students and we asked them to guess each person’s job on the picture. For this, the students were very eager to answer our questions as they had already learnt about people’s job and they knew it well. Then, we asked them some other questions in order to lead them to the lesson. Before dealing with the dialogue, we used an elicitation technique to introduce the topic of the lesson and it was successful.

In the practice stage, although they actually did the task that we asked them to do, the students seemed to be noisy. It was hard for us to make them quiet until we moved to the production stage. In this stage, we shared them role cards and involved them in a role play activity. We noticed that there were few students among those who had the “A” card, who complained that their part was so long. Thus, we had to explain that the number of their utterances during the interview was quite the same but we just did not mention these answers in the card.

Then, when we asked them to perform the role play, we noticed that some students really behaved like a real interviewer. So, we encouraged the others to do so. Besides, unlike the role play in the first experimentation which was a semi-controlled one, this one is very interesting since the students were given the opportunity to speak more freely.

In a word, we can say that the different teaching materials that we used facilitated our teaching tasks and they helped the students to understand the lesson easily. Besides, a role play activity is really suitable for this lesson.

CONCLUSION TO THE EXPERIMENTATIONS

Thus, the five experimentations that we have carried out in different *lycées* were successful and they helped us to draw the following conclusion: in spite of the few negative points which needed improvement, we can assume that all of them are feasible and usable in the field.

If we examine the experimentations, we can say that apart from the usefulness of the teaching materials that we used, communicative activities gave opportunity to the students to interact among themselves in English and create social and emotional atmosphere in the classroom, and that helps teachers improve their pupils' speaking skills more efficiently. Still, it is noticed that all the lessons were presented through dialogues which help teachers to contextualize the Language Functions under study and this will help students to learn it easily and use it in an appropriate situation.

In short, these experimented lessons are usable and effective to the teaching of Language Functions in Malagasy *lycées*, particularly, in *classe de seconde* and *première*. Even so, taking the few negative points and the problems encountered by the teachers into account, we will give some general suggestions and add two other lesson plans in the next chapter of this present work.

3.2 GENERAL SUGGESTIONS

Apart from the problems that the teachers mentioned in the questionnaire, we could also notice during the classroom observations that teachers encounter various difficulties when teaching Language Functions, especially, when they engage students in a communicative activity. Thus, taking into consideration all the existing problems that the teachers face, we have decided to give some solutions and propose some suggestions that we think might be useful for teachers of English in Malagasy *lycées*.

However, we do not pretend to have the solution to all of them, but we would provide what we think is necessary.

3.2.1 Benefits of using dialogues

There might be some possible ways and means of presenting or teaching Language Functions. However, we single out dialogues as a more efficient means to do so because they contain the natural conversation and the real spoken language used by the people in their daily life at various situations such as at the market, in the restaurant, in the post office, etc. ... As such, not only does using dialogues help teachers contextualize the Language Functions that they are teaching, but also, best exposes students to the spoken language even though it is in the written form. Besides, that helps them easily acquire the language that they are learning. Nevertheless, there must be some criteria for the choice of the dialogue. For example, the situation in the dialogue should be realistic and relevant so that students can easily relate to it; it should not be too long and it should be interesting to students.

3.2.2 Developing students' range of vocabulary

The data gathered through the questionnaires allowed us to know that the *lycée* students' major problem is that they lack vocabulary to express themselves in English. We think that teachers cannot solve such a problem at one time or within a short period of time, but it is quite a long-term process of teaching and learning (for the students' part). In doing so, first, the teacher should ask his students to have a vocabulary notebook since the beginning of the school year. Then, when teaching, teachers should devote time for vocabulary items on the blackboard and they should always teach new vocabulary whenever necessary. Apart from that, teachers can also give handouts containing some extra vocabulary that they could not teach in class because of time constraints but which are still relevant to the topic in the syllabus such as vocabulary about the environment, generation gap, jobs and professions, tradition and customs, etc. ...

Still, as our work is concerned with the teaching of Language Functions, we think it is also advisable for teachers to teach their students some useful expressions and sayings that they may need sooner or later such as “cheer up”, “don’t judge a book by its cover”, “out of the frying pan into the fire”, etc. ...

Finally, in order to motivate the students to learn vocabulary, teachers should organize vocabulary quiz games, in which students can develop their knowledge of vocabulary.

3.2.3 Time management

Some teachers complained that the three hours a week devoted to English is not enough for them to cover the whole syllabus. That is the reason why they rarely involve students in communicative activities as they take quite a long time. First, the teachers are not obliged to follow bluntly the whole syllabus because there is a lot of redundancy in it. And the order of the lesson does not usually suit the real life situation. So, teachers should adapt the lessons to what they think is important for them and to prioritize the lesson according to the students' needs.

Furthermore, how to manage the three hours a week devoted to English? The practical advice is to provide some materials in order to help teachers to go faster. For example, instead of writing the dialogue on the blackboard, teachers should just give handouts which may last only a few minutes. When involving students in a role play activity for example, teachers should use role cards to save time. Finally, the key for managing time is also to prepare the lesson well. Indeed, having a well prepared lesson plan can help teachers master the timing well.

3.2.4 Classroom management

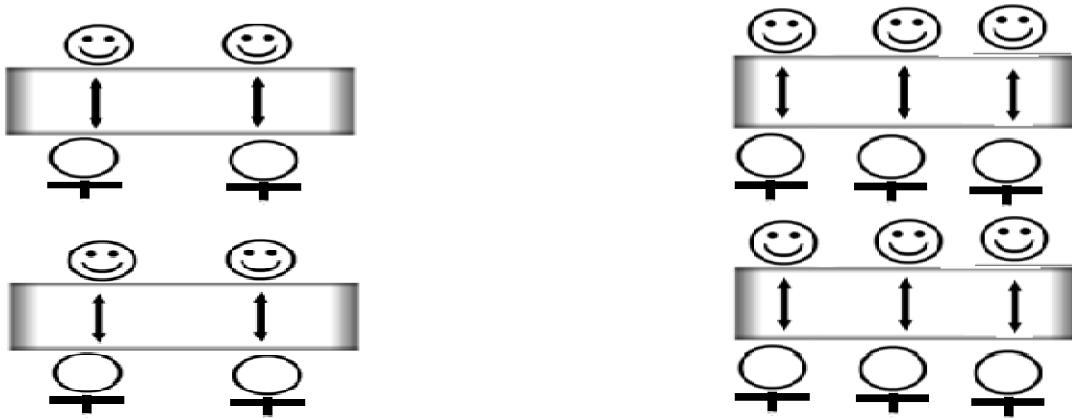
Some teachers complained that using communicative activities is impossible for large classes. They also have difficulties to make their students participate and speak English in the classroom because they are so numerous that they cannot manage to make everyone speak during the lesson session.

To overcome such problems, the teacher should set arrangements to his or her classroom situation so that each student has the chance to participate and speak the target language in the classroom. Indeed, we suggest pair work and group work as a better way to increase students' participation and to maintain their motivation, particularly, for large classes. JONES (1981) lists the advantages of pair work and group work as follows: “Every student

gets an opportunity to communicate with one another in a whole class situation. Students are more willing to experiment with their English. Shy and quiet students become more talkative when they are in small groups. Students are more likely to remember answers they have discovered or worked out by themselves than other students' answers. Students working in groups are more active than when they are working as a class."

Thus, as pair work and group work require participation of its members, everyone is involved in the learning. In other words, pair work and group work provide a high involvement of the learners.

Seating arrangements can be designed by the teachers. So, here we suggest two examples of settings that may suit large classes when the teacher would like to organize group work.



As we see in the picture, the teacher does not have to move the tables in class. Students are facing each other and some have just to turn their back to their classmates. This helps teachers to save time and not to disturb the other classes.

Drawn upon those suggestions and the theories described in Part one, the following suggestions will complete the last part of this work.

3.3. SUGGESTED LESSON PLANS

Our main goal in Part three of this present work is to put into practice the theories in Part one. For that reason, in addition to the experimentations that we have carried out in different lycées, we still would like to suggest two additional samples of lesson plans which were not experimented but which were designed, taking into account the negative and positive points drawn from the experimentations.

In addition to that, these additional suggested lesson plans are also intended to provide teachers with other types of communicative activities along with the way how they should use them when teaching Language Functions.

Briefly, once again, although the lessons were not experimented, we think that they would be useful for teachers of English in the improvement of the teaching of Language Functions in *classe de seconde* and *première*.

3.3.1 Suggested lesson plan n°1

Lesson: Describing people

Level: *Seconde*

Duration: 1 hour

Objective: At the end of the lesson students should be able to describe people, give information about oneself and ask information about someone else.

Materials: pictures, cards

Communicative activity: Information gap activity.

WARM UP:

T involves SS in a game activity called “I spy . . .: “

T says: “I spy with my eyes someone who . . .” and asks students to guess the person in the classroom.

SS listen carefully and they can interrupt the teacher if they find the answers.

- “I spy with my eyes someone who has got long hair.”

- “I spy with my eyes someone who is beautiful.”

- “I spy with my eyes someone who has got brown eyes.”

- “I spy with my eyes someone who has got a sharp nose.”

- “I spy with my eyes someone who has got red hair.”

- “I spy with my eyes someone who is very tall.”

SS: “Isn’t that Sophie (one person in the classroom)?”

T: “Yes, that’s right.”

PRESENTATION:

T asks SS to guess again what might be the lesson about.

SS: "It's about describing people."

T: "Ok, very good."

Step 1:

T presents a short dialogue.

Dialogue:

Sylvia: Do you know that Sarah has a new boyfriend?

Nathalie: Really! What is he like?

Sylvia: He is tall and quite slim.

Nathalie: And how old do you think he is about?

Sylvia: I suppose he is around nineteen years old.

Nathalie: I see, please tell me more about his personal character.

Sylvia: He is friendly but a very boastful boy.

Nathalie: Well, I really want to meet that boy.

Step 2:

T asks some comprehension questions about the dialogue.

T: "What is this dialogue about?"

SS: "It is about describing Sarah's new boyfriend."

T draws a chart and asks SS to fill it orally.

Height	Physical appearance	Age	Personal character
Tall	Slim	19 years old	- Friendly - Boastful

Step 3:

T: "What's the question you ask if you want someone to describe a person?"

SS: "What is he / she like?"

T: "When you describe someone, what should you talk about?"

T himself replies: "You should talk about:

- **Height:** tall, small, short, average height, or medium size ...
- **Physical appearance:** slim, fat ...
- **Age:** young or old, middle age, about twenty, about his thirties or forties ..."
- **Hair:** curly hair, straight hair, plaited hair; dark, blond, brown, red, black, etc ...
- **Eyes:** blue, brown, dark, yellow, etc. ...
- **Nose:** flat, sharp ...
- **Personal character:** friendly, kind, easy-going, severe, arrogant, boastful ...

PRACTICE:

Step 1

T shares pictures (see appendix) to students and asks them to describe each person on the picture.

T asks SS to work in pairs and practice between themselves.

SS work in pairs and practice.

T asks some volunteers to do the exercise about the pictures.

Step 2:

In order to make the students be familiar with the dialogue, the teacher asks them to work in pair again and to practice it.

SS practice the dialogue in pairs.

T asks SS to practice the dialogue from their seats.

PRODUCTION:

T involves students in an information gap activity.

Step 1:

T divides the class into two. Then, he shares cards to the students. Cards “A” are given to the group A and cards “B” are given to the group B.

Card A

Name	Margaret	...	Rodger	...
Age	...	16	...	35
Eyes	Blue
Hair	...	Dark	...	Fair
Height	Medium	Tall

Card B

Name	...	Youri	...	Carlos
Age	27	...	22	...
Eyes	...	Brown	Green	Blue
Hair	Long	...	Short	...
Height	...	Small	Average height	...

Step 2:

T asks SS to work in pairs (A and B) and asks them to fill the charts with the relevant information by asking questions and exchanging the information they have in each card.

T can help SS to start the activity by giving examples:

A: Do you know a person called Andrew?

B: Yes I do.

A: Can you tell what colour his eyes are?

B: He has brown eyes.

A: How old is he?

B: He is twenty five years old.

T asks SS to do the activity and checks if they really do it.

Step 3:

T asks two students to perform the activity in front of the whole class.

Step 4:

T gives feedbacks.

3.3.2 Suggested lesson plan n°2

Lesson: likes and dislikes

Duration: 2 hour

Objective: at the end of the lesson, students should be able to express likes and dislikes.

WARM UP

T: "Do you like if your Mom and your Dad (parents) dispute out of your home?"

SS: "No" (in chorus)

T appoints one student

S: "No, I don't like that."

T: "And if you are married do you like if your husband / wife is a jealous person?"

SS: "No"

S: "No, I dislike a jealous person."

S: "For me, I like jealous person, that means that he loves me."

PRESENTATION

Step 1:

T: "Now, I'm going to give you a sketch and it is about a couple who gets in a restaurant. First they dispute about the place they want to sit because the man is jealous. Then they argue about what to eat which leads them into a big quarrel." (See appendix)

SS listen carefully.

T shares the handouts to each S.

T: "I'm going to read it first and you just look at your handout."

SS look at their handouts.

T: "Now, I want you to read the script silently for 5mn."

SS read the script silently.

Step 2 (after 5')

T asks some comprehension questions.

T: "After shopping, how do the couple feel?"

SS: "They feel hungry and thirsty."

T: "So, what does the woman suggest to do?"

SS: "She suggests them to have a snack in a Chinese restaurant."

T: "Why do you think the man doesn't like sitting near the window?"

SS: "Because he is jealous. He does not like men glancing at and winking at his wife."

T: "Do they order the same meal?"

SS: "No, they don't."

T: "Why?"

SS: "Because the woman likes van-tan-mine very much but the man hates Chinese soup."

T: "The waiter finally asks them to leave, why?"

SS: "Because they are disputing and they make too much noise."

Step 3:

T tells SS to stand up and form groups of three and to dramatize the sketch standing.

SS dramatize the sketch (using gesture) while standing.

T: "OK, now I need volunteers to perform the sketch in front of the class. You can bring your handouts but you can only look at them from time to time."

T: "And don't forget to make appropriate gesture."

SS act in front of the class, in succession.

Step 4:

T tasks SS to underline the functional expressions about likes and dislikes in the sketch.

SS underline.

- I love you, my darling.	The man wants to express his likes
- I hate her being glanced at.	He is expressing strong dislikes
- I don't like sitting near the window.	
- I loathe Chinese soup.	She expresses her likes

- Van-tan-mine is my favourite.
- If you hate them.
- No, I dislike them.
- But, I love them.
- I detest Chinese soup.
- You do like putting me down.

T comments on each underlined expression by asking what he/she expresses.

SS answer to the T's question.

Step 5:

T copies on the BB some functional expressions about "Likes and dislikes."

SS copy at the same time.

I) NEUTRAL EXPRESSIONS OF "LIKES"

- I (do) like + noun / gerund
- I (do) love ...
- I (really) enjoy + gerund.

II) FORMAL EXPRESSIONS OF "LIKES"

- ... is my favorite.
- I'm (really) very fond of noun / gerund.
- I have a particular / special fondness for ...

III) INFORMAL EXPRESSIONS OF "LIKES"

- I'm (absolutely) crazy / mad / wild about ...
- ... is really great! / Wonderful! / wow!

DISLIKES

I) NEUTRAL EXPRESSIONS

- I (really) hate (noun / gerund)
- I (do) loathe (noun)
- (I'm afraid) I don't like ... (noun / gerund)
- I dislike (noun / gerund / pronoun)
- I detest...
- I think ... is pretty awful / unpleasant.

II) FORMAL EXPRESSIONS

- I especially dislike...
- I rather dislike...
- I have a particular dislike of...
- I'm not too / particularly fond of...
- I can't bear...
- I can't stand...

T reads the expressions and explains them by giving examples.

SS just listen to the T.

PRACTICE

T writes on the BB.

T asks SS to interview their friend (as a journalist) by asking what he / she likes / dislikes about the topic that the T has written on the BB.

Music	Sports	Food	Movie: actor / actress	Hobbies
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1)

A: What kind of music do you like?

B: I like rock and roll.

2)

A: What is your favourite sport?

B: Tennis is my favourite sport, but I (really) hate rugby.

3)

T monitors.

T gives feed-back.

CONCLUSION TO PART THREE

The last part of this present work mainly focused on contribution to the improvement of the English language teaching in Malagasy *lycées*.

Thus, improving the teaching of Language Functions through the use of communicative activities in Malagasy *lycées* led to the experimentation of some lessons that, we think, are workable and can help teachers of English in the *lycées*. The experimentations showed that involving students in communicative activities can boost their confidence in learning the language and stimulates them to use the target language in a natural way in class and that develops their communicative competences.

Moreover, some general suggestions and solutions to the problems encountered by the teachers and during the experimentations were given and two additional suggested lesson plans were provided. In fact, these lesson plans could not be experimented anymore because of time constraints but it is worth mentioning that they were designed on the basis of the negative and positive points drawn from our experimentations.

In a word, in this third part, it is proved that using communicative activities when teaching Language Functions definitely contributes to the development of learners' speaking skills.

GENERAL CONCLUSION

In the present work we have tried to highlight how a good mastery of Language Functions can allow learners to express themselves appropriately in their need to fulfil a communicative purpose. It has indeed pointed out that the knowledge of the linguistic structures alone is not sufficient when learning a language. It is also essential to know how to use these structures to accomplish some functions, such as inviting, asking for information, making requests, to name but a few. In other words, Part one of the present dissertation acknowledges the importance of Language Functions in language learning. Apart from that, it was also stated that communicative activities are important for teaching Language Functions since they provide learners with the opportunity to practice using the target language in the classroom. Besides, communicative activities arouse the learners' motivation to learn the language and to participate in the classroom.

In the second part, the data collected through questionnaires and classroom observations allowed us to know that teachers face various difficulties when teaching Language Functions, particularly, when they engage students in communicative activities. Teachers claimed that it was almost impossible to deal with communicative activities for large classes. Apart from that, they also stated that they did not have enough time to deal with communicative activities since the time devoted to English language is only three hours a week. The field work reported in the second part of this work helped us assess the situation in the *lycées* and helped us think of ways to deal with Language Functions.

The last part of the work is our contribution in solving the problems related to the development of the students' speaking skill in the Malagasy *lycées*; we have indeed realized through our experimentations that communicative activities are effective tools for teaching Language Functions. We have also tried to put forwards some solutions to the problems encountered by the teachers. In brief, we strongly suggest the use of communicative activities when teaching Language Functions so as to develop the students' speaking skill.

We would like to conclude that even though this research work is minor compared to all the existing ones, we believe that focusing on "Teaching Language Functions through communicative activities in the development of *lycée* students' speaking skill in *classe de seconde* and *première*" is worth taking into account to reach the communicative goal of English language teaching. We hope that this research work will inspire other researchers and will be of great help for teachers of English in Malagasy *lycées*.

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- Ministère de l'Education National, (eds.), *Programme scolaire classe de première à partir de l'année scolaire 1997 – 1998*

Dictionaries

- *Chambers 20th Century English Dictionary*, London: Edinburgh: W & R Chambers, 1903
- *Chambers 21st English Dictionary*, C.H. Ltd.: 1996
- *Oxford Advanced Learner's Dictionary*, Oxford: 2006

APPENDICES

INTRODUCTION TO THE CONTENTS OF THE APPENDICES

This section contains twelve (12) items used during the field work and the experimentations carried out in the framework of the present dissertation. Appendix 1 is a copy of the questionnaire for teachers whereas Appendices 2 and 3 show the French and English versions of the questionnaire for students. Appendix 4 consists of the picture and the role cards used when dealing with the function “inviting someone, accepting/refusing an invitation.” As for Appendices 5 and 6, respectively the script of a taped dialogue and two picture cards about ‘shopping’, they helped teach the expressions about ‘shopping’.

The two next items, Appendix 7, a picture card depicting different jobs and Appendix 8, an extract from a Malagasy newspaper showing various job offers, were used during the lesson about ‘job interview’. Appendix 9 too was used for the same lesson; it is in fact a sample role card used during the role play about ‘job interview’.

Appendix 10 shows pictures used by students to describe someone whereas Appendix 11 is a set of cards about different problems the students had to solve during one lesson experimented. The last item is the script of a ‘sketch’ which can be used for the lesson about ‘Likes and Dislikes’ which was suggested but not experimented.

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

The answers to the following questions would greatly help us complete the Study about «Teaching Language functions through communicative activities in the development of *lycée* students' speaking skill in *classe des* *seconde* and *première*»

Workplace:

Teaching experience:

Diploma: Bacc Licence Master CAPEN

1) Do you teach Language functions?

a) Yes b) No

If Yes, how often do you teach Language functions?

a) Once a week b) every fortnight
 b) Twice a week c) Once a month
 Other:

2) How much time do you devote to the teaching of Language Functions in a session?

a) Thirty minutes (30mn) c) One hour and half (1h 30mn)
 b) One hour (1h) d) Two hours (2h)
 Other:

3) When you teach Language functions, what importance do you give to the four skills?: (Speaking – Writing – Reading – Listening), rank them in order of importance.

1st:
2nd:
3rd:
4th:

4) Do you use materials, when you teach Language Functions?

a) Yes b) No

If 'Yes' what kind of materials do you use?

	Often	Sometimes	Rarely	Never
Visual aids (pictures, posters ...)				
Written dialogues				
Taped dialogues				

Other materials:

5) When you teach Language functions, do you follow the traditional stages?: (Presentation stage – Practice Stage – Production stage)

a) Yes b) no

If « no », how do you proceed?
.....

6) Do you ever engage your students in communicative activities when teaching Language Functions?

a) Yes b) no

If « yes », at what stage of teaching do you engage your students in communicative activities?

- a) during the Presentation Stage
- b) during the Practice Stage
- c) during the Production Stage

7) What kind of communicative activities do you give when teaching Language Functions?

	Often	Sometimes	Rarely	Never
a) Information gap activity				
b) Problem solving activity				
c) Games				
d) Simulation				
e) Role plays				
f) Sketches				

8) What do you think might be the advantages of engaging students in communicative activities, when teaching Language Functions?

- a) It develops the students' ability to interact with other people in difficult situations.
- b) It improves student's fluency
- c) It gives students the opportunity to use the language function that they have just learnt in a context similar to real life situation.

Other:

9) What are the most common problems you face when you engage your students in communicative activities?

- a. There is not enough time to deal with communicative activities
- b. Students become very noisy when involving in communicative activities
- c. Students lack vocabulary

Other: ...

APPENDIX 2: QUESTIONNAIRE POUR LES ETUDIANTS

Classe :
Etablissement :
Sexe : masculin féminin

Cochez la bonne réponse aux questions suivantes

1) Qu'est ce que la fonction de la langue?

a) Etude des dialogues.
 b) Etude de la grammaire.
 c) Etude des expressions anglaises appropriées à diverses circonstances.

Autres :

2) Lequel de ces éléments de la langue est ce que vous aimez le plus ? Numéroter ces éléments en fonction de ce que vous aimez (le plus) : (vocabulaire – grammaire – fonction de la langue – thème)

n° 1 :
n° 2 :
n° 3 :
n° 4 :

3) Quel(s) est/sont le(s) avantage(s) que vous obtenez en apprenant la fonction de la langue?

a) Elle vous aide à en savoir plus sur le dialogue.
 b) Elle améliore votre compétence écrite.
 c) Elle améliore votre compétence orale.

Autres :

4) Aimez-vous participer aux activités orales que votre enseignant vous propose en classe ?

a) oui b) non

4-1) Si « oui » quel(s) est / sont le(s) avantage(s) qu'elles vous procurent ?

a) Elles vous donnent des opportunités pour parler en anglais.
 b) Elles vous aident à parler l'anglais couramment.
 c) Elles vous aident à comprendre les autres et être compris

Autres :

4-2) Si « non » pourquoi ?

a) parce que vous êtes timide.
 b) parce que vous avez peur de commettre des fautes.
 c) parce qu'il n'y a pas d'examen oral en anglais

Autres :

5) Quel(s) est / sont le(s) problème(s) que vous rencontrez en apprenant la fonction de la langue?

a) Vous connaissez par cœur plusieurs expressions en anglais mais vous ne savez pas Comment et quand les utiliser.
 b) Vous manquez de vocabulaire pour vous exprimer.
 c) Vous n'êtes pas motivés à l'apprendre puisque l'on accorde peu de points à la fonction de la langue durant les examens.
 d) On ne vous consacre pas assez de temps à la pratique de la fonction de la langue en classe.

Autres:

APPENDIX 3: QUESTIONNAIRES FOR STUDENTS

Class:

School:

Sex: male female

1- What is language function?

It is:

- a) A study of dialogues
- b) A study of language forms
- c) A study of English expressions appropriate to various circumstances.

2- Which of these language elements do you like the most?

Rank them in terms of what you like (the most).

(Grammar-vocabulary-language functions-topics)

1st

2nd

3rd

4th

3- What is/are the advantage(s) you get in learning Language Functions?

- a. It helps you know more about dialogues
- b. It improves your writing skill
- c. It improves your speaking skill

4- Do you like participating in the speaking activities that your teacher involves you in?

- a) YES
- b) NO

If “yes” what is/are the advantage(s) you get through the speaking activities?

- a) It gives you the opportunity to practice English
- b) It (develops) helps you speak English naturally
- c) It helps you understand the others and to be understood

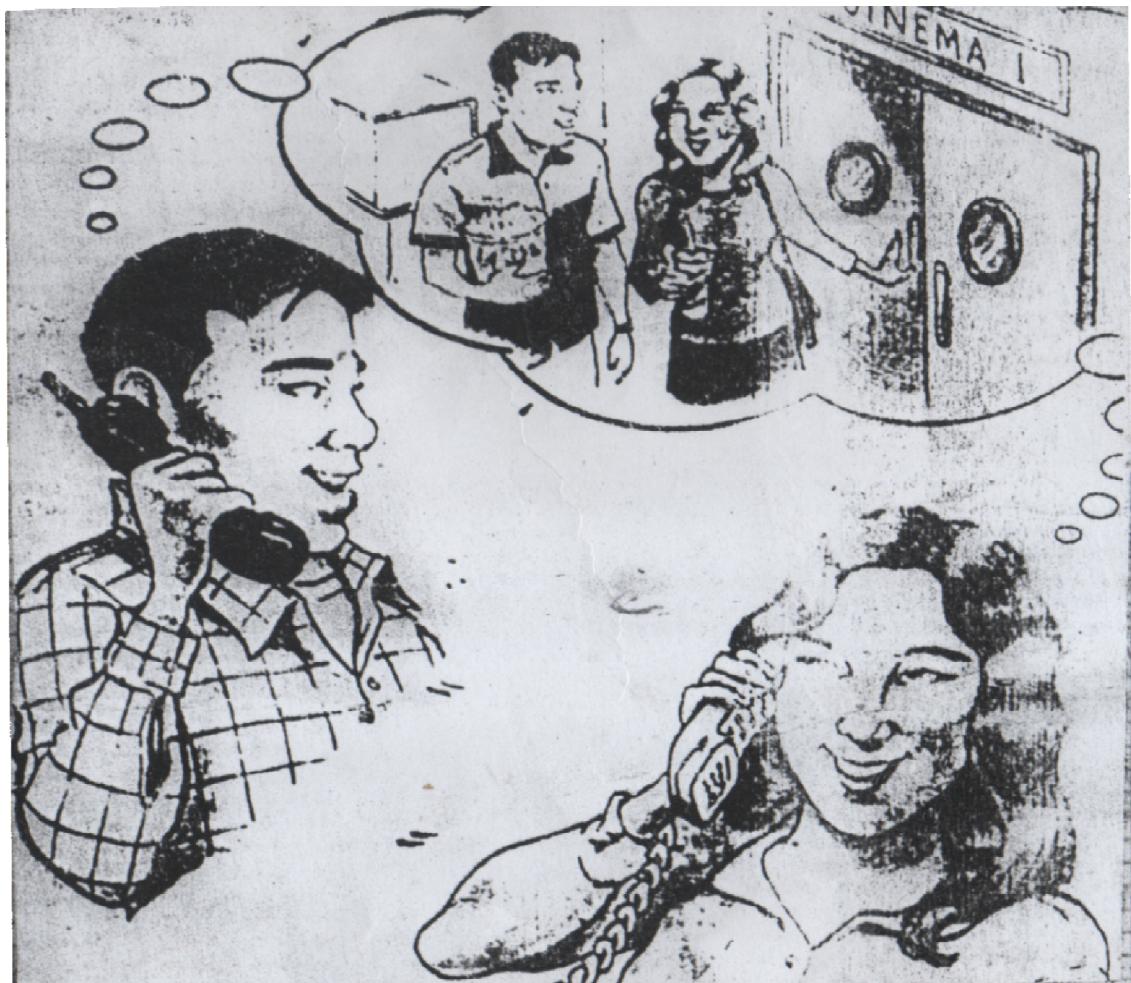
If “no” why?

- a) Because you are shy
- b) Because you are afraid of making mistakes
- c) Because it doesn’t interest you as you are not tested orally during the examination

5- What are the problems you face when you learn Language Functions?

- a) You know various English expressions by heart but you don’t know how and when to use them?
- b) You lack vocabulary to express yourself.
- c) You are not motivated because the mark given to it is very low in the exam
- d) You are not given time to practice and use it in the classroom

APPENDIX 4: INVITATION



A	B
<p>You meet your friend B at random in the street.</p> <ul style="list-style-type: none">- Greet him / her.- Ask how he / she is.- Ask if he / she is free on Saturday night.- Invite him / her to go to the discotheque with you.	<p>You meet your friend A at random in the street.</p> <ul style="list-style-type: none">- Answer his / her greeting.- Tell him / her that you are fine.- Reply that you are free on Saturday night.- Accept his or her invitation.

APPENDIX 5: DIALOGUE ABOUT SHOPPING

SHOPPING

Vendor: Can I help you?

Lady: Yes! I need something for my daughter. It's her birthday so I want something very very special.

Vendor: How much do you want to spend?

Lady: Uh! Money doesn't matter

Vendor: How about this gold bracelet?

Lady: How much is it?

Vendor: 1, 259 dollars.

Lady: Mm, it's not the right design for my daughter.

Vendor: well, here is a beautiful ring, it's only 580 dollars and the stone is diamond.

Lady: I don't like the shape.

Vendor: How about this gold pen? It's only 135 dollars and it lasts forever!

Lady: Oh dear it's too heavy. How much is this? Very simple watch?

Vendor: it's 23 dollars.

Lady: oh, it's too big. Ah! Ah! How about this calculator?

Vendor: A calculator? I thought that you wanted something very very special!

Lady: Ah it's beautiful. How much is it?

Vendor: 5 dollars and 10 cents

Lady: That is perfect. She'd love it. It'll take it.

SHOPPING

Vendor: Can I help you?

Lady: Yes! I need something for my daughter. It's her birthday so I want something very very special.

Vendor: How much do you want to spend?

Lady: Uh! Money doesn't matter

Vendor: How about this gold bracelet?

Lady: How much is it?

Vendor: 1, 259 dollars.

Lady: Mm, it's not the right design for my daughter.

Vendor: well, here is a beautiful ring, it's only 580 dollars and the stone is diamond.

Lady: I don't like the shape.

Vendor: How about this gold pen? It's only 135 dollars and it lasts forever!

Lady: Oh dear it's too heavy. How much is this? Very simple watch?

Vendor: it's 23 dollars.

Lady: oh, it's too big. Ah! Ah! How about this calculator?

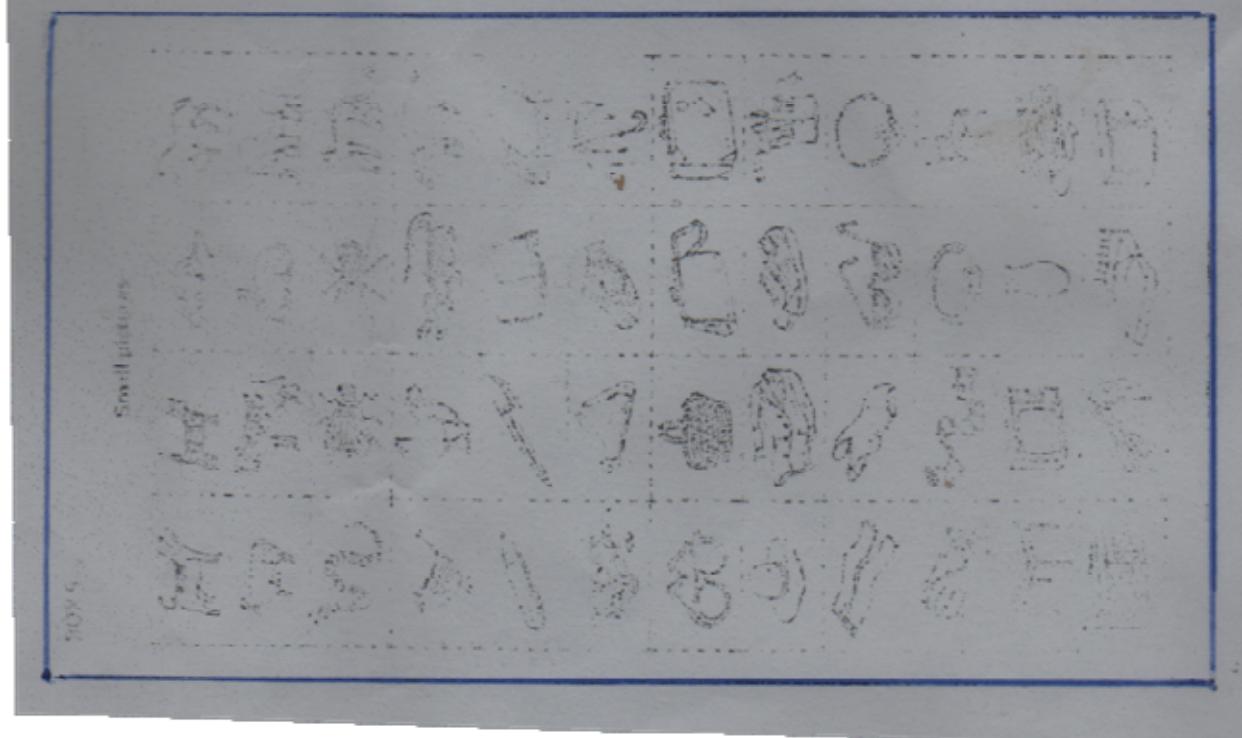
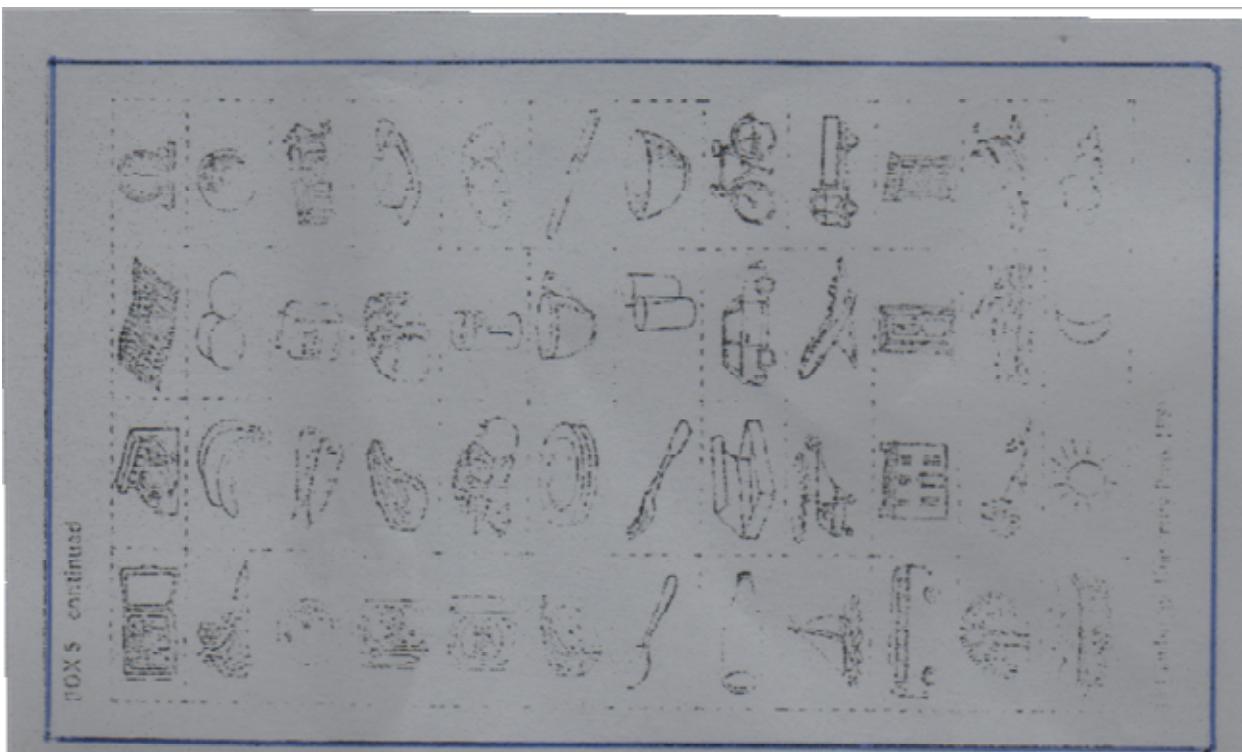
Vendor: A calculator? I thought that you wanted something very very special!

Lady: Ah it's beautiful. How much is it?

Vendor: 5 dollars and 10 cents

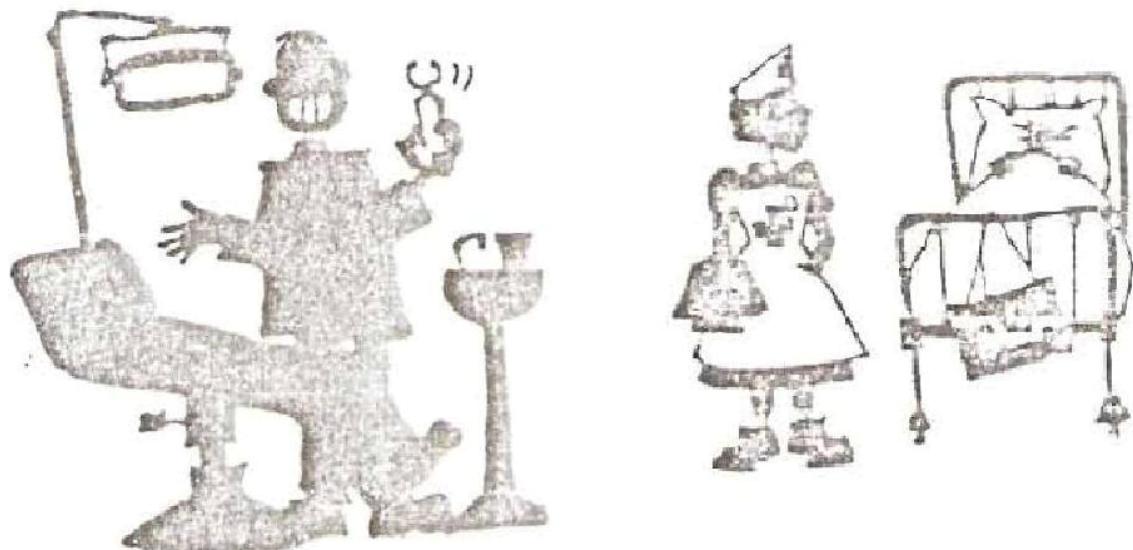
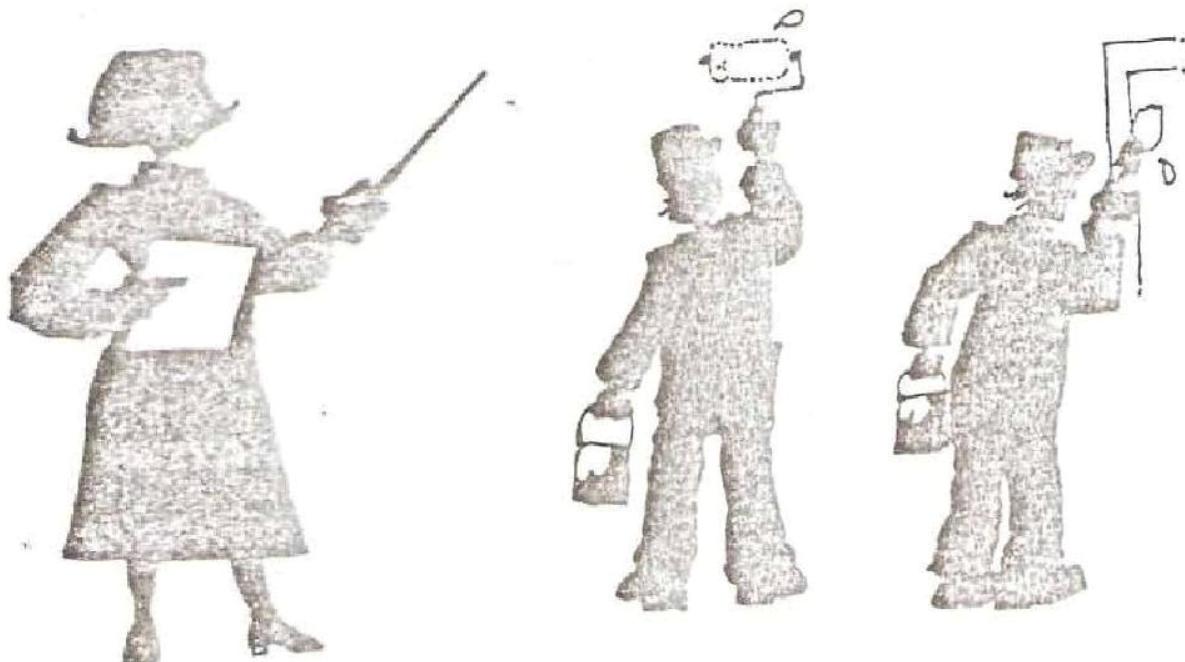
Lady: That is perfect. She'd love it. It'll take it.

APPENDIX 6: GAME (SHOPPING)



APPENDIX 7: PICTURES USED (IN JOB INTERVIEW)

What are their jobs?



APPENDIX 8: JOB INTERVIEW

Mise en vente à partir du 12 Sept 2011 Nb lecteurs : 40.000 Parution n°0156 Prix : 200Ar

JOB
Le Journal de l'emploi

02 MASSEUSES:
Cherche masseuse 18 à 25ans, bonne présentation physique, parlant français, débutant acceptée

03

Cherche
RESPONSABLE DE BOUTIQUE

04 CADRE :
Jh 22ans, bac+2 en gestion, cherche emp comme responsable de vente, magasinier, ou autres, sns...

05

DEMANDES D'EMPLOI

- 61 AUTRES
- 23 CADRES
- 40 GENS DE MAISON
- 32 HOTELIERS
- 67 SOUS CADRES
- 20 TECHNICIENS
- 34 TRANSPORTEURS
- 1 STAGIAIRE

06

FORMATION :
Formation en décoration intérieur déco événement art floral, design, stylisme L.Y.FE

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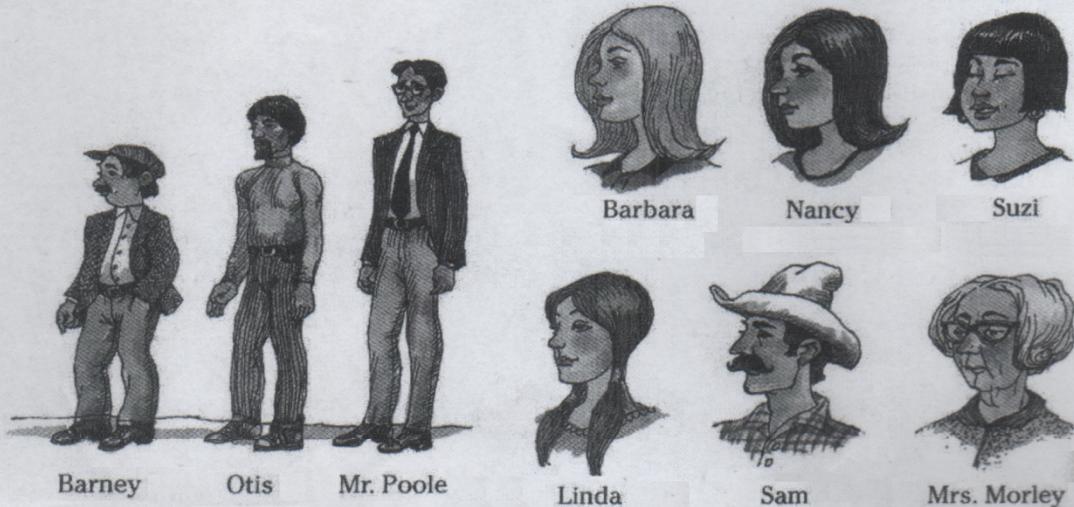
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APPENDIX 9: ROLE CARDS (JOB INTERVIEW)

Interviewer (A)	Applicant (B)
<p>You are the interviewer</p> <ul style="list-style-type: none"> - Greet the applicant (B). - Tell B to sit down. - Ask his / her name and age. - Ask if he / she is married or not. - Ask what language he / she speaks. - Ask if B has already worked as a sales manager. - Ask if B is good at computers. - Ask what B's diplomas are. - Ask how much B thinks you should pay him / her. - Ask if B has any questions. - Reply to B's questions. - Tell B you will call him / her by phone about the result of the interview. - Let B leave. - Take leave. 	<p>You are the applicant</p> <ul style="list-style-type: none"> - Greet the interviewer (A) - Thank and sit down. - Answer his questions. - Ask about the working hours and days. - Take leave.

APPENDIX 10: DESCRIBING PEOPLE

DESCRIBING PEOPLE



PRACTICE • *Describe these people.*

Number 1: Barbara **She's short, she has blond hair, and she's about twenty-five.**



1. Barbara 2. Mr. Poole 3. Sam 4. Barney 5. Miss Hackey 6. Suzi 7. Mrs. Morley

FREE RESPONSE

1. Describe someone in your family.
2. Describe your best friend.
3. Describe a famous person.
4. Describe your favorite movie star.
5. Describe the president of the United States.

APPENDIX 11: PROBLEM SOLVING

Problem N°1:

Leonard received a scholarship to study in the United states. Unfortunately, two days before leaving Madagascar, his mother was seriously ill. What should he do?

Problem N°2:

Roberts is seventy years old. He fell in love with a very young girl. She is eighteen years old. She loves Roberts because he is a rich man but her parents do not let her marry him because they think that Roberts is too old for her. What kind of advice do you suggest them?

Problem N°3:

Rajao is a simple farmer but he likes gambling. He was very lucky. He won the lottery about one billion Malagasy francs. However, he doesn't know what to do with this big amount of money. Give him advice.

Problem N°1:

Leonard received a scholarship to study in the United states. Unfortunately, two days before leaving Madagascar, his mother was seriously ill. What should he do?

Problem N°2:

Roberts is seventy years old. He fell in love with a very young girl. She is eighteen years old. She loves Roberts because he is a rich man but her parents do not let her marry him because they think that Roberts is too old for her. What kind of advice do you suggest them?

Problem N°3:

Rajao is a simple farmer but he likes gambling. He was very lucky. He won the lottery about one billion Malagasy francs. However, he doesn't know what to do with this big amount of money. Give him advice.

APPENDIX 12: SKETCH

Eric: I'm terribly hungry after the shopping, dear.

Solange: So I am dear: and I'm thirsty too. Let's have a snack in that Chinese restaurant.

Eric: Wonderful! That's really great, dear. That's why I love you, darling.

[In the restaurant]

Waiter: would you sit at this table near the window?

Eric: No, thank you. I don't like sitting near the window. Some men must glance at my wife and wink at her from time to time. I hate her being glanced at and given a wink.

Solange: But I enjoy sitting near the window.

Waiter: Ah ha!

Eric: No, let's sit at that table on the corner.

Waiter: Here's the menu.

Solange: Thank you. Let me see, mm ... Soup: leg-of-ox. Van-tan-mine. Two van-tan-mine, please.

Eric: What's that dear?

Solange: It's a delicious Chinese soup, darling.

Eric: I loathe Chinese soup. Will you order something else, darling?

Solange: No, I won't. Van-tan-mine is my favourite soup.

Eric: Will you give me the menu, please? Solange, I say give me the menu. Are you as deaf as your father and brothers? I don't like deaf people.

Solange: Why are you dishonoring my family? Why did you marry me then, if you hate them?

Solange [to the waiter]: Will you bring us two van-tan-mine and nem salad, please?

Eric: No! I dislike them.

Solange: But I love them.

Eric: I loathe them.

Solange: Look. You're always opposing my likes. You do like putting me down. I hate your jealousy. You like neither talking to me nor looking at me.

Eric: You and your family enjoy eating rubbish. I detest Chinese soup, but you insist ordering them. You are as stupid and as deaf as your father and brothers. You...

Waiter: Please, you're making too much noise. We especially dislike noise here. This is not a place for husband and wife to quarrel. Another couple would like to sit here, now. I must ask you to leave.

Adapted from: (MANANJARA Ayméillot, R., *Using sketches to teach functional English*, Antananarivo: Ecole Normale Supérieure, 1994)

UNIVERSITE D' ANTANANARIVO

ECOLE NORMALE SUPERIEURE

ENGLISH DEPARTMENT

Title : “*Teaching language function through communicative activities in the development of lycée students' speaking skill in classe de seconde and premiere*”

Author : RANDRIATIANA Francia

E-mail : francia.randriatiana@gmail.com

Page number : 129

Figures : 21

Table : 7

Abstract

This research deals with the theoretical considerations about language functions in which it is perceived that a good mastery of language functions allow learners to express themselves appropriately in their need to fulfill a communicative purpose. This work also suggests that communicative activities are effective tools for teaching language functions in order to develop students' speaking skill. The data collected through questionnaire in the lycée reveals that teachers encounter various difficulties when teaching language functions, one of which is timing problem that hinders teachers to engage their students in communicative activities. However, through the teaching experimentations that we carried out, we concluded that communicative activities are effective tools for teaching language functions as they provide learners the opportunity to interact between themselves and use the target language in meaningful context in the classroom which, to some extent, trains them to be able to communicate effectively in real life situations.

Key words: language function, communicative activities, speaking skill, grammatical competence, communicative competence, ...