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THE ROLE OF METHODS AND AIDS IN THE DEVELOPMENT OF  
ENGLISH SPEAKING SKILLS IN HIGH SCHOOLS OF ESTONIA

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## **PREFACE**

It is well-known that there are four types of basic language skills which represent the knowledge of the language and the ability to use it. One of these types of skills is speaking skills. The present Bachelor's thesis is focused precisely on speaking skills and its main aims are, first of all, to find out whether there is a direct connection between the level of pupil's English speaking skills and the choice of aids and methods used to develop these skills in high schools of Estonia or not. And secondly, to reveal methods and aids that have an unconditional influence on the result of teaching to speak the English language in high schools of Estonia.

The paper consists of the Introduction, two main chapters and the Conclusion. The Introduction provides general information about language learning. It gives an overview of the main issues of developing different language skills and speaking skills in particular. Chapter I, which is the theoretical part of the paper, describes the variety of teaching methods used to develop English speaking skills. It gives particular examples of common forms and materials used in the development of English skills of verbal communication. Chapter II presents a practical research on the topic. It includes the description of an on-line survey conducted among teachers of the English language in high schools of Estonia and the analysis of the survey results. The survey depicts the variety of methods and techniques used by teachers of Estonian high schools in teaching and developing English speaking skills. The conclusion sums up the results of the research and comments on the hypotheses.

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# **INTRODUCTION**

## **Four Language Skills**

It is well-known that language learning consists of the development of four basic types of skills. In order to become a skilful speaker of a foreign language one should be sure that he/she has mastered listening, writing, reading and speaking on a decent level, which for high school leavers in Estonia is set as B2 level of the Common European Framework of Reference for Languages. These basic skills have their own features and classifications and can be studied independently. But there is a connection among these essentials as well. Each type of the basic language skills can be classified by means of two characteristics: the mode of communication and the direction of communication. The mode of communication implies the way in which the information is transmitted and can be one of two types: oral or written. The direction of communication indicates the role of the person in the communication and can be of two types as well, they are: receptive and productive. (LinguaLinks Library 1999: para. 1-3).

Listening is an oral and receptive skill which means that it contains only auditory perception and understanding of the information. (Ibid: para. 1). In other words, listening process consists of hearing and “immediate analysis of the streams of sounds” (Saha & Talukdar n. d.: para. 4). There are two different types of listening: interactive and non-interactive. Non-interactive listening is used only in one-way communication situations, when there is no possibilities of providing feedback or specifying something. Interactive listening, on the contrary, is closely connected with speaking; it means that partners are allowed to engage in a conversation with each other in order to clarify something or to influence on the process of speaking-listening. (LinguaLinks Library 1999: para. 2). Moreover, listening differs in terms of its purpose, whether it is to collect information, or to learn new language, or simply for social reasons. (Lindsay & Knight 2006: 45-46).

Writing is a written form of productive skills. This skill can be regarded as the most complicated, because the writing process requires taking a fair amount of aspects into consideration. Writing involves a correct graphic presentation, proper grammar skills, following a certain style and producing a logical structure of the text. (LinguaLinks Library 1999: para. 1). However, the importance and the shape of these aspects vary according to the form of writing. In other words, the way people write depends on the situation and the estimated reader. (Lindsay & Knight 2006: 85). But the main point of writing always

remains the same — individual practice using language, which is significant in the improvement of other skills. (Bilash 2009: para. 1).

Reading is the receptive skill in the written mode. Reading is the most independent skill of all; it is connected with listening, speaking and writing, but it can also develop by itself. (LinguaLinks Library 1999; para. 1). There are several aspects that can be learnt through reading. The first one is the language itself – reading provides possibilities for learners to improve their grammar and vocabulary. It demonstrates language as a system, where all elements are connected and function in a close cooperation. Secondly, texts usually contain content information, what makes the ability to read and to understand a piece of writing in a foreign language useful for opening a new wide field in the search for required information. Finally, reading allows learners to gain cultural knowledge and awareness. The capability of understanding foreign written texts unlocks the way to all printed sources of the world like books, newspapers, or even scientific works, what provides the opportunity for learners to enrich their knowledge of the World. (National Capital Language Resource Centre 2003: para. 6).

Speaking is characterised as oral and productive. (LinguaLinks Library 1999: para. 1). Speaking is the basis of communication, which provides the easiest way of the information transmission. In order to make oral communication more effective, the speaker should definitely take into consideration the proper usage of pronunciation, grammar and vocabulary. Moreover, another important thing in the process of speaking is the application of different social and cultural rules in various communication situations. (National Capital Language Resource Centre 2003: para. 1). Basically, there are three types of speaking situations, which obviously have similarities with types of listening discussed previously, they are: interactive, partially interactive and non-interactive. Interactive speaking is the same as interactive listening, because interactive situation combines speaking with listening and compels both types of skills to be practiced. Partially interactive situations are rather rare. Generally, a partially interactive situation is a situation when a person gives a speech in front of people who do not verbally react to the speech, but the speaker can receive non-verbal feedback during his/her words. Non-interactive situation means speaking without any live audience. (LinguaLinks Library 1999: para. 2).

## **English Speaking Micro-skills**

According to the LinguaLinks Library four types of basic language skills are more complicated than it may seem at first. Each of them can be observed through smaller and more specific aspects indicated as micro-skills (1999).

“Here are some of the micro-skills involved in speaking. The speaker has to:

- pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions;
- use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said;
- use the correct forms of words. This may mean, for example, changes in the tense, case, or gender;
- put words together in correct word order;
- use vocabulary appropriately;
- use the register or language variety that is appropriate to the situation and the relationship to the conversation partner;
- make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses;
- make the main ideas stand out from supporting ideas or information;
- make the discourse hang together so that people can follow what you are saying.” (LinguaLinks Library 1999: para. 3)

## **Why to Teach English Speaking Skills?**

Speaking is often considered to be the most difficult among four basic language skills for foreign learners. Speaking foreign language means organising your thoughts using proper vocabulary and structures. It may be seemed as a rather complicated task especially when taking into account such factors as culture, accuracy and fluency.

First of all, interaction with a foreigner implies making your speech understandable for the person you communicate with. It can become an issue, because different cultures may have their own peculiarities in ways of communication. This means that it is necessary not only to make your speech well-structured and grammatically correct, but also to be able to observe and to follow the rules of discourse used by your interlocutor. (Bailey & Savage 1994: vii).

Secondly, accuracy plays a significant role in speaking. Accuracy involves the control of grammar, which means that the speaker is ought to be able to produce an acceptable easy to follow speech. It implies that speech should be free from errors and breakdowns. (Richards 1990: 75). Moreover, the concept of accuracy includes phonological correctness, which is a serious issue, since it is not an easy task to develop pronunciation, which can be easily understood and accepted by native speakers. (O’Connor 2002: 1). This is especially important and relevant for adult learners, as it is more difficult for them to master and achieve a “good” pronunciation. (Bailey & Savage 1994: vii). In

other words, the main objective of the speaker is to be able to generate an acceptable speech without errors in form and content. (Hieke qtd. In Richards 1990: 75).

Finally, the most important aspect of speaking is fluency. It includes time limit as the most noticeable and understandable problem of speaking foreign language. Interaction with somebody usually involves quick reacting, which means that there may not be enough time to think carefully when organising your verbal reaction making it clear and correct. (Bailey & Savage 1994: vii). However, fluency is not only about the time limit, as it is also “the ability to fill time with talk; the ability to talk in coherent, reasoned and semantically dense sentences showing a mastery of the semantic and syntactic resources of the language; the ability to have appropriate things to say in a wide range of context; and the ability to be creative and imaginative in language use” (Fillmore qtd. In Richards 1990: 75).

These are the main issues of speaking. Basically, speaking is mainly a communication in real time, and in order to become a successful speaker and to be understood easily and correctly one must be able to talk fluently and accurately. (Bailey & Savage 1994: vii). This conclusion allows stating a hypothesis that the best way of developing English communication skills is to make the teaching process more diversified in order to offer the best training. In other words, the hypothesis put forward by the present Bachelor’s thesis is that the variety of methods used to teach to speak the English language has a direct influence on the result of teaching. The more methods and aids are used - the better the results are. Another hypothesis the thesis aims at proving is that there are definitely some universal methods or aids that have an unconditional influence, either positive or negative, on students’ results.

# **CHAPTER I. METHODS AND AIDS USED TO DEVELOP ENGLISH SPEAKING SKILLS**

## **1.1 Methods Used to Develop English Speaking Skills**

There is a significant amount of methods used to develop speaking skills and English speaking skills in particular. The aim of this chapter is to look through the most common and widely used methods, to provide an overview of their characteristic features and to show how these methods are used. They are: dialogues, improvisations, speeches, small-group discussions, group planning, ranking and selection tasks, pyramid discussions, debates, role-playing, real-play, simulations, compositions, turn-talking and information gap activities.

A dialogue is a short conversation between two people on a specific topic. There are mainly two ways of working with dialogues: using a prepared dialogue from the book and composing a dialogue. Using a prepared dialogue from the book definitely has its advantages, for example: reading, memorising and repeating the dialogue have a positive influence on pronunciation and grammar use. But, unfortunately, this kind of work does not develop any communication skills. After this kind of exercises the learner will not be able to participate in a real life conversation. However, the second way of working with the dialogues provides an opportunity for speaking development. Composing a dialogue has its special features. First of all, composing a dialogue or paraphrasing an existing dialogue makes it correspond to reality. This correspondence is achieved by using learners' real names and genuine information about them. Correspondence to reality makes learners feel more comfortable and confident. Secondly, creating a dialogue provides an opportunity for learners to use their own structures and vocabulary to express their thoughts. Finally, there are several types of dialogues that can be composed:

- dialogue focused on a common everyday situation
- dialogue which revolves around a specific grammar point
- dialogue that clarifies the meaning of a specific word or expression
- dialogue to express very strong emotions
- dialogue which collects related vocabulary items
- dialogue for highlighting specific cultural features or customs. (Dobson 1992: 35-40).

Each of these types has a special feature based on grammar or vocabulary, but at the same time all of them have things in common. Briefly speaking, dialogues provide pronunciation practice, grammar and vocabulary practice, an opportunity to think creatively, confidence,

imitation of a real conversation and inspiration to learn and to search for required knowledge.

“Improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation.” (Ibid: 41). As seen from the definition, improvisation method is very similar to a dialogue. It is a conversation between two people like a dialogue, but it implies the lack of any preparations. It means that learners must create a realistic converse using both verbal and non-verbal means of communication promptly after receiving a situation. Julia M. Dobson, a linguist and specialist in methodology of language teaching, provides a list of fifty situations that can be used during the improvisation exercise, for example: “You visit a friend’s home. After sneezing several times, you realise that you are allergic to your friend’s cat.” (1992). She also suggests that this kind of situations can be generated by learners themselves for their classmates. It is necessary that the interacting learners should not be bothered after the improvisation starts; all grammar and pronunciation corrections ought to be made after the completion of the task, which can occur in different way. Firstly, the improvisation can be stopped by the teacher; secondly, the conversation can reach its logical end; and finally, the performers can exhaust. An important feature of this method is that improvisations can be performed only by learners with developed imagination and with the ability to use language on advanced level, what can be considered as a drawback of the method. On the other hand, the benefit of improvisation is that it can develop creativity and students’ ability to participate in conversations naturally and confidently, getting over their timidity. (Ibid: 41-46).

Speech is an individual talk on a specific topic in front of the audience during a certain amount of time. It may seem a good method to develop English speaking skills at first, mainly because it involves the learner to practice talking a lot, but further consideration shows that this method has more negative sides than positive. Firstly, this method is only appropriate for advanced students, as giving a speech means encountering a large amount of grammatical and lexical issues. Elementary and intermediate level learners simply do not have enough knowledge for being able to talk for several minutes. Secondly, it can be considered as a difficult task, because it involves standing in front of the audience, what is often hard enough even for a person who does not have any problems with using a language. Moreover, the necessity of talking for a certain period of time means that the speaker can exhaust the topic too early leaving him in a stressful position. Finally, it is common for an inexperienced performer to look for correspondences between

languages to aid him, which can often cause speaker to sound stilted or misunderstood. However, there are several adjustments, suggested by Julia M. Dobson, to make this task more comfortable and usable:

- “Reserve speech assignments for students who have good group spirit and who know each other well.
- Assign speeches to advanced students only.
- Allow the student sufficient time to prepare his speech beforehand. Do not ask him to give a speech short - no more than five minutes.
- Allow the student to select the subject of his speech.
- Ask the student to write out his speech in advance if you feel he may inject incorrect forms. After you correct the speech, he can then talk from the correct text.
- Do not have the student stand in front of the group when making his speech. Permit him to sit down, so that he will feel more at ease.
- After the student has finished his speech, ask class members questions about what he has said. This will give him a few minutes to relax; then you can have the audience direct questions to him.
- Provide examples of how the speech is given by inviting a native speaker of English to give a speech or by giving a speech yourself.” (Ibid: 59-61).

A small-group discussion is a convenient method for giving learners a chance to talk in English. During this activity students are divided into groups of three-six people. A discussion implies that each member of the group has a chance to express his/her opinion on a specific topic. Each group may be given a separate topic to discuss; on the other hand, it is also acceptable if all groups discuss the same subject. The choice of the topic may be based on a certain piece of reading, allowing learners to share their thoughts and opinions on the idea of the text. One of the main points of the small-group discussion task is to provide students with enough time for expressing their points of view. However it can be rather problematic considering that everyone requires a different amount of time to share their thoughts. Julia M. Dobson suggests that discussions should be allowed to last for a minimum of ten minutes. After the discussion each group should present a summary of their work to the rest of the class being prepared to answer any questions. As an option, each group can have a person to take notes during the task, writing down the main points and ideas that were stated during the discussion. (Ibid: 62-63). This kind of activity is thought to be especially useful for speaking practice, as each student has a chance to talk. Moreover, small-group discussion means that learners are not placed in stressful conditions and behave as natural as possible. On the other hand, this task is rather difficult to control and to provide students with necessary pieces of advice and corrections.

Group planning is one of the variations of a discussion. Group planning suggests learners to conduct a discussion based on a certain topic which expects them to make a concrete conclusion at the end. A suitable topic for group planning is, for example, ‘planning a holiday’. A group of students have a chance to plan a holiday for the whole group deciding how to travel, where to go and how to spend their budget, but the main

condition of this task is that all participants have to reach the agreement on every aspect. (Scrivener 2005: 153).

Ranking and selection tasks are other common forms of discussions. Ranking task is an activity based on a list of items related to one topic. Students' objective during the ranking task is to examine each item on the list and to place them in a particular order according to a criterion mentioned in the task (usually from the most important to the least important). For example, "what is the most useful invention? Who is the most important person of the last ten years?" (Ibid: 153). Selection task is similar to the ranking task. The only difference between them is that during a selection task learners do not have to create the order; they choose a number of things from the list and provide arguments on their choice. (Ibid: 154). For instance, "what qualities are most important in a teacher? What ten items from a list of twenty would you take to a desert island?" (Lindsay & Knight 2006: 85)

A pyramid discussion is a technique based on the enlargement of the groups in which learners work. The discussion begins with an individual reflection, when students think on the topic independently. Then individuals are combined in pairs and the task continues until participants reach an agreement on the issue in their pair. The next step is joining the pairs in groups of four. The process of combining and enlarging the groups lasts until the whole class becomes a single group and discusses the topic reaching an agreement (or a compromise). The advantages of this technique are: firstly, everyone in the class has a chance to participate in the activity despite possible differences in the language level of the learners; secondly, the step-by-step procedure allows students to repeat their ideas allowing them to try and to practice different patterns of expressing themselves, thus making them feel more confident; finally, such kind of long-lasting discussion provides speakers with enough time to think on the topic and to develop their ideas and arguments improving the structure and the content of their statements. (Scrivener 2005: 154).

The debates activity is one of the most difficult forms of speaking activities to be organised during the class. It is mainly because several factors have to be taken into account beforehand. One of these factors is determined by the differences between debates in native language and debates in foreign language. When referring to the debates in native language it is seen that the main issue of debates is to develop debating skills, therefore it is convenient to make a participant defend the opinion opposite to the one he/she abides. On the other hand, debates in foreign language are ought to improve the speaking skills, not debating skills, hence it is more logical for a participant to defend his natural position

on the issue. Defending actual beliefs contributes the speaker to talk more fluently. Another important feature of debates is that debates usually have a strict structure which has to be maintained. The structure of debates has six points: 1) description of the topic (it should be controversy, but should not cause uncontrollable emotions), 2) selecting participants for both teams, 3) preparation, 4) choosing a captain for each team, 5) presentations, 6) questions from the audience. It is not recommended to establish a voting after the debates on the topic of which teams seemed more reasonable and convincing. (Dobson 1992: 64-65). To sum up, the debates method can seem enjoyable and useful for language practice, but it is not justified to use it very often because of its complexities.

Role-playing is an activity similar to dialogues and improvisations, but with two exceptions. Firstly, unlike dialogues and improvisations role-playing can involve more than two participants; and secondly, role-playing implies a deeper association and accordance between the performer and the role played. In addition, it is essential to emphasise that staging a full and meaningful play requires a significant amount of time, so it is unreasonable to organise a play performance during the class. Nevertheless, there is a convenient way of using the role-playing method during the class. Instead of organising a play it is possible to schedule a short skit instead. There are three basic techniques to plan a skit for role-playing: a skit can be based on a dialogue, teacher can suggest a situation or students themselves can suggest a situation. Using a dialogue is the easiest way; it means that role-playing will be based on a long existing dialogue from the book. Following this method includes several steps: 1) choosing a dialogue from the book, 2) reading the dialogue aloud several times following the assigned roles 3) repeating the dialogue without any support from the book. Another technique is to compose a role-play using teacher's suggestion. The teacher suggests a situation which includes several roles; afterwards the teacher writes the basis of the situation on the blackboard, preferably with students' participation (the basis can include certain lines for the characters of the role-play); finally, students compose a role-play according to assigned roles using the basis written on the blackboard if necessary. The last way of preparing a skit role-play is based on learners' ideas of the possible situation. Each student provides the teacher with a situation including several roles; the teacher makes a choice of the most suitable setting for students to act out. A characteristic feature of this last technique is that it presumes learners to start role-playing promptly after the role assignment and without any supportive materials. This feature should definitely be taken into account during the selection of the situation. Although, in case students are not skilful enough to instantly act out a skit it is permissible

to provide them with time to prepare for the role-play and even to assist if necessary. (Ibid: 47-49). In conclusion, role-playing method may seem reasonably difficult; first of all, it assumes that learners are already on advanced level; moreover, it can be problematic to involve students into participation, because on their modesty or snobbery; and finally, this method requires time, what is not always convenient. But according to Julia M. Dobson's words, role-playing's benefits overbalance the negative factors. "Role-playing helps to overcome the inhibitions of self-consciousness which, more often than we may think, are the underlying obstacles in conversation practice." (Ibid: 48) In other words, role-playing allows students to unleash their concealed language potential.

Real-play is a type of role-play which is closely connected with the real life of the participants. Roles and characters are not made up in real-play; they are borrowed from the everyday life of one of the students instead. Basically, one of the students plays him/herself in a situation suggested by this student and other participants support him/her. This kind of practice allows learners to solve possible problematic situations and to develop their verbal communication skills at the same time. (Scrivener 2005: 158). It is necessary to emphasise that this technique is more appropriate for adult learners rather than for school pupils, because a real-play implies that the learners can suggest a number of different contexts from their own lives other than the classroom. "It is particularly useful for business and professional people", Jim Scrivener states (2005).

Simulation is a variation of a role-play. The main difference between a role-play and a simulation is their scale. Simulation suggests the creation of a wider and more complex setting than in a simple role-play. It implies that a lot of additional data will be used during the simulation, which can be either introduced at the beginning of the simulation or in the process of acting compelling the participants to adapt to new circumstances. "The intention is to create a much more complex 'world', say, of a business company, television studio, government body, etc." (Ibid: 159). The simulation method can be considered effective, since it puts learners into a real life situation with well-structured background and where different supportive materials are available. Nevertheless, taking into account the complexity of organising and conducting the simulation it seems as an inappropriate method for an in class activity.

A composition is a form of writing task and it may seem at first that it has absolutely nothing in common with the development of speaking skill. On the contrary, Julia M. Dobson provides evidence that writing a composition can become a very valuable addition to the conversation class. Writing a composition is indeed a writing task, but a

prepared piece of writing can serve as a starting point for a discussion. There are several ways of using a written work for an oral communication class. One of these ways is to discuss the topic and the content of a composition in a group. Students can talk about what can be written and how it should be organised in order to improve the quality of the written paper. Another type of work with a composition during the conversation class is when a student reads his/her piece of writing aloud and answers the questions from the audience afterwards. And the last variant is to ask a student from the audience to retell the content of the composition of a classmate who has previously read it aloud. (Dobson 1992: 55). In conclusion to this part it can be said that a composition may not be the best method for speaking skills' development in comparison with more conventional ways like dialogues or discussions. But it is certainly a good example of how learners' activities can be combined in order to improve their language skills.

Turn-talking is a phenomenon when during a conversation the interlocutors exchange roles: the speaker becomes the listener and the listener becomes the speaker. Such kind of exchange in a conversation process is inevitable, since a conversation implies all interlocutors to be active, but only one person can speak at a time. Moreover, turn-talking is necessary in order to avoid long hesitations and awkward pauses during the conversation. There is a number of strategies to perform and to develop the control of turn-talking. These strategies are classified in three groups: strategies for taking a turn, strategies for holding a turn and strategies for relinquishing the turn. Strategies for taking a turn include direct verbal signals to request a turn, such as using interjections or making additions to the speaker's words, and indirect signals, such as using gestures to indicate a wish to talk. Strategies for holding a turn are the ways to show that one has more things to say and intend to continue the talk. These strategies are mainly indirect, for example, using intonation or expressions that imply the continuation of the talk. Strategies for relinquishing the turn are applied to involve collocutor into the conversation and provide him/her a chance to talk. The direct ways include asking a question or using constructions which require other person to provide a reaction, and the indirect techniques are pausing or using gestures to indicate that the turn is finished. In addition turn-talking implies that the speakers use both short and long turns. Short turns consist of one or two utterances and long turn require wider explanations or descriptions. (Richards 1990: 69). All in all, turn-talking is an essential element of speaking, which requires the abilities to use its strategies and to take both short and long turns. These abilities are ought to be taught during the

conversation classes through theory and practice, especially in combination with other speaking activities.

Information gap activities are the type of tasks that are based on the condition when one of the learners possesses specific information, but his/her partner does not. The main aim of all information gap activities is to create a situation when one person needs to explain something to his companion and the companion's objective is to understand the speaker correctly. Information gap activities are usually supported by additional materials, such as pictures, timetables, maps or objects. (Lindsay & Knight 2006: 65-66). There are various templates of this kind of activities:

- one student is given a picture and the other has to draw a similar picture referring only to a verbal description of the student with a picture;
- a student has to choose a picture, described by his/her companion, from a series of similar pictures (Ibid: 65);
- both students are given similar pictures with a few major distinctions, the objective is to detect these distinctions without looking at your partner's picture (Scrivener 2005: 153);
- one student has a timetable of the public transport and the other needs to go from one place to another, so the second student has to ask for information from his/her partner;
- one student has to find out how to reach a certain location by asking directions from his/her partner who has a map with significant places marked on it;
- one or more students need to arrange objects according to the instructions from a partner. (Lindsay & Knight 2006: 65-66).

Information gap activities teach learners how to interact in different possible situations. Moreover, this sort of tasks allow students not only to practice their oral communication skills and improve their vocabulary, but to develop their listening skills, imagination and orientation ability, what makes it a perfect method for school practice.

These are the most common methods and techniques used to develop English speaking skills. Some of them are basic and simple and are recommended for usage at all levels of language study (e.g. dialogues, small-group discussions, debates); the others are more complex, which require profound preparations and organisation, and are better used in a specific auditory (e.g. improvisation, role-play, simulation). Nevertheless, all these methods can be adopted and applied during the B2 language studies in high school, especially during the preparations for the exams.

## 1.2 Useful Aids in English Speaking Skills' Development

The previous part of this chapter discussed a number of methods used in the development of English oral communication skills, but methods and techniques are not the only things that are used in teaching. Some of these methods often require special support of additional materials. Sometimes the materials used during language teaching can even establish new ways in developing language skills. The aim of this section is to create an overview of the most popular and frequently used aids which support the development of English speaking skills. These aids are: visual aids, audio aids, language games, board games, puzzles and humour.

Visual aids include a long list of different useful materials and devices that can support speaking activities and widen the possible formats of the conversation session. The list of visual aids consists of “blackboards, bulletin boards, flannel boards, magneboards, realia, [smart boards,] pictures, charts, flash cards, maps, clocks, calendars, cartoons, advertisements, opaque projector displays” (Dobson 1992: 67).

- Blackboards are used for writing down necessary information, such as new vocabulary, topics or sentences that can be referred to during oral communication activities. Simple drawings can be also made on the blackboard representing notional elements for the lesson.
- Bulletin boards make a perfect place for collecting essential materials for the sessions. These boards can be also organised thematically.
- Flannel boards are almost the same as bulletin board, but a cloth covering of these boards makes it easier to change the material placed there.
- Magneboards are special boards with a smooth surface that allows attaching metallic items to it and dragging them if necessary. (Ibid: 67-69).
- Smart boards are a modern replacement of the boards listed above. Smart board is a multifunctional interactive tool that combines the simplicity of a blackboard and the power of a computer. (SMART Technologies 2013: para. 1).
- Realia is a bag which contains random objects of different qualities (e.g. an orange, a comb, a set of keys...). These objects can be used during the conversation classes in many ways. For instance, students can be asked to describe or to compare the items. Realia makes the conversation stimulating and memorable.

- Pictures are a perfect support for many oral activities. Picture can set a subject for a discussion or a speech. Moreover, pictures play the role of a supportive material during group planning, ranking and selection tasks, simulations or information gap activities.
- Charts are used the same way as pictures being an appropriate material for ranking and selection tasks or information gap activities.
- Flash cards are cards which depict certain activities. Such cards are especially useful for telling a story.
- Maps are used mainly for information gap activities, but they can also provide the topic for a discussion, or students can be asked to fill a blank map working in cooperation.
- Clocks (real clocks, cardboard clocks, pictured clocks) are useful only on an elementary level when time-telling is taught.
- Calendars can provide conversation topics about dates and holidays.
- Cartoons offer subjects for discussions and descriptions. Although, Julia M. Dobson suggests that “it is best to show cartoons without captions, or strips without dialogue, so that the student can supply his/her own interpretation” (1992).
- Magazine or newspaper advertisements are a proper source for choosing a topic. Furthermore, these advertisements may be used in a role-play or a simulation.
- Opaque projector display is a device that allows to project visual materials, like pictures and charts, onto a wall making it visible for the whole class. (Dobson 1992: 69-73).

The variety of audio aids that can be effectively used in oral communication sessions is less broad than the list of video aids. Audio aids include radio, phonograph records and tapes. (Ibid: 76).

- Radio broadcasts can be of two types: local programs specially designed for learners and authentic broadcasts from an English-speaking country aimed at native speakers. Any of these radio programs can be adopted for the conversation class by discussing the topic covered in the broadcast or by working with questions on the content of the program. The main difference between two types of broadcasts is that they depend on a different language level of the learners.
- Phonograph records comprise a wide variety of themes and forms of spoken language, thus being a perfect teaching aid in many ways. They offer songs and dialogues for students to master, represent cultural aspects of English-speaking countries through literary and music, and provide new vocabulary and structures. The work with records

during the verbal communication class can be organised the same way as with radio broadcasts.

- Tapes basically have the same significance as phonograph record and play a similar role except for one substantial benefit. “Tapes have instant record and playback properties”, what means that students’ verbal performance can be recorded for them to listen and to analyse. (Ibid: 76-77). By correcting errors themselves students detect their mistakes independently, what has higher chances for them to remember their problematic points, thus allowing them to avoid similar mistakes in the future. (Bailey & Savage 1994: 130). Although, this kind of activity may be unsuitable for some learners due to their unwillingness and timidity. (Dobson 1992: 76-77).

Language games are a type of games used during the conversation classes. Language games provide an opportunity for relaxation during the class leaving the student within the framework of language learning. Moreover, language games play a stimulating role during oral communication classes by producing an actual topic for a conversation after the game has been played. However, in order for a game to become a successful activity during the class, it should comply with five rules. A proper language game does not require any special long-time preparations; is easy to play, but requests learners to use their intellectual abilities; is not very long to fit the conversation program without any time issues; entertains the students without causing any problems with the discipline; and finally, does not require to check and correct any written answers. (Ibid: 107-108). Here are the most frequently used and recommended examples of language games:

- “I spy” is a game during which the teacher or a student chooses an object in the classroom and says to others, ‘I spy with my little eye something beginning with...’ telling them only the first letter of the chosen object’s name. Learners’ task is to guess the object.
- “Twenty questions” game requires one person (the teacher or a student) to imagine a famous person. Other players should ask questions that can be answered only ‘yes’ or ‘no’ and considering the obtained information guess who this famous person is. (Lindsay & Knight 2006: 67). Furthermore, this game has another variation called “Classroom twenty questions”, which is a combination of “I spy” and “Twenty questions”. A person chooses an object in the classroom and the others have a chance to ask him/her different questions about it until they guess what the object is. (Dobson 1992: 113-114).

- In a “Story-telling” game one person begins a story by saying ‘Once upon a time there was...’ finishing this phrase any possible way. Then another person continues the narration by adding a second sentence which logically suits the first one. The game continues until everybody has participated and the last person makes a concluding sentence. (Ibid: 110).
- “Definitions” is a more complex game which requires participants to have a wider vocabulary. One person thinks of a word and tells everyone a rhyme to this word. Everyone try to guess the word, but they cannot name it. They have to ask a question based on the meaning of this word. The game continues until the original word is unravelled. (Ibid: 112).

Board games are another form of games that can be applied for the development of communication skills. Different types of these games are commercially available and can be purchased for an in class usage, but they should be carefully checked on the subject of beneficial content. Nevertheless, a board game can be created by the teacher especially for a specific class. For instance, a piece of paper can be divided into squares with a question or a topic written in each square. Students move around the prepared board by using some kind of markers and by rolling the dice. Landing on a square necessitates the student to answer the question or to give a small talk on the topic written in the following square. (Scrivener 2005: 154-155).

Puzzle solving appears to be a suitable activity for a conversation class as well. For example, “tangrams (see Appendix 1) are an enjoyable and versatile teaching tool” (Bailey and Savage 1994: 87) that can be used to develop students’ verbal skills during the class. In addition, text puzzles can be considered as a convenient aid for oral communication. For instance, a special worksheet can be composed which contains information about four-eight people. The students are provided with a blank version of this worksheet and with a list of special hints (e.g. “Three people are British”, “The person who isn’t British isn’t a dentist”, “Two people are dentists and two people are doctors” etc.). The objective of the students is to fill in the blank worksheet according to the hints. (Case: 2009: para. 12). All sorts of puzzles create a perfect atmosphere for discussions by inspiring learners to cooperate and to find solutions or to share the solutions they have found individually. (Scrivener 2005: 155).

Humour is a special form of helpful instrument to improve English speaking skills of learners in class. Humour takes the form of English jokes, puns and riddles, and is considered as a good stimulation and attraction during language lessons. Although, taking

into consideration that humour is not universal and its concept can vary from country to country, jokes and riddles should be input carefully. For example, the chosen humorous material should be understandable for learners in terms of both vocabulary and concept. Moreover, used jokes, puns or riddles must not be offensive and their amount should not be more than three-four during one session. (Dobson 1992: 90-91). Humour seems as an unusual and creative aid. However the issues in the process of choosing the appropriate material make it less convenient to use humour within the teaching process of English speaking skills.

In conclusion, the area of aids that are meant to help students to develop their English verbal skills, independently or by supporting different pedagogical methods, is represented by a wide spectrum of items. This spectrum includes both familiar audio-visual aids, like pictures and tape recordings, and less trivial aids, like board games and humour. That allows teachers to adopt those materials and methods that would fit their teaching style and their learners, providing a chance to create a productive atmosphere for language learning, and for developing English speaking skills in particular.

## **CHAPTER II. METHODS AND AIDS IN CONNECTION WITH THE ACADEMIC SUCCESS OF THE STUDENTS**

### **2.1 Survey**

The aim of the practical part of the Bachelor's thesis is to find out whether there is a direct connection between the variety of methods and aids used to develop English speaking skills and the academic success of the students taught using these methods and aids in high schools of Estonia. Firstly, it is necessary to find out whether the variety of methods and aids used by the teacher plays a role in the development of pupils' oral communication skills in high schools of Estonia or not. In other words, is it true that the more methods and aids are used during the study - the larger the success of the students is? Secondly, it would be interesting to discover some particular methods or aids that have an influence on students' results in speaking the English language. The influence could be positive or negative. In order to achieve these aims a survey was conducted.

The survey was based on the questionnaire which, for a better convenience, was conducted in two forms. The main form was an electronic online questionnaire, which was created using a special online service named "SurveyMonkey" (<http://www.surveymonkey.com>). This form allows collecting data from different locations during short time. And the other form of the questionnaire was a printed out handout that was used to collect data locally, in high schools of Narva. The questionnaire consists of the introductory background information about the researcher and the survey, in order to make the questionnaire trustworthy, and five questions on the topic. The questions include two basic questions on the subject of methods and aids. The respondents were asked to mark which of the methods and aids they use during their English oral communication classes in high school. The list of options consists of methods and aids described in Chapter I of the current paper. Moreover, the respondents were asked to assess the speaking skills of their students by putting an average mark from 1 to 20 points, considering all their students. The respondents could have based their assessment on the results of the oral part of the latest (year 2013) national examination on the English language and were asked to mark whether they did so or not. The final question was about the difference in students' level of speaking skills. The respondents had to mark whether all of their students are at the same level of speaking English language or not (see Appendix 2).

The target group of the survey is the English language teachers of schools of Estonia who teach in high school. 25 responses were collected online and 3 responses were

collected manually during interviews with teachers, what makes it 28 responses in total. Unfortunately, 4 of the responses included only the answers to the first question, what makes these responses impossible to use during the analysis and leaves only 24 appropriate responses. The majority of the respondents (17 out of 24, about 71%) marked that they have taken into account the results of the latest national examination while assessing their students, thus making them the trustworthy target group for the analysis. The responses from the respondents who have not based their answer on the results of the latest national examination will be used as a supportive data during the analysis. Finally, the majority of the respondents (17 out of 24, about 71%) stated, that most of their student are at the same level of speaking the English language and only 7 respondents (29%) marked that all of their student are at different levels. This decreases the level of approximation of the research and allows suggesting that the result is precise enough.

## 2.2 Role of the Variety of Methods and Aids

As already mentioned in the previous subchapter, one of the aims of the current thesis is look for a direct connection between the diversity of methods and aids used during the English conversation classes in high schools of Estonia and the development of English speaking skills during these classes. The development is depicted through the results of the oral part of the English language national examination. And the diversity is the amount of different methods or aids used by the teacher. Since methods and aids are slightly different things, it is thought necessary to examine them separately at first and only after that to have a look whether the result changes if methods and aids are summed.

First of all, the variety of methods that different teachers use should be matched with the results that the students of these teachers achieve. The present paper offers the total amount of 14 methods, which by various sources were suggested as the most frequently used. After the survey the following results were obtained:

Amount of Methods Used	6	6	7	7	7	8	8	9	9	10	10	10	11	11	11	12	12
Result	17	17	4	15	18	15	19	13	19	4	16	18	15	17	19	6	15

The results in the table are sorted by the values of the “Amount of Methods Used” row in order to detect a possible link with the values of the “Result” row. If the hypothesis was correct, and there truly is a direct connection between the variety of methods used and the

results of the examination in terms: the more methods are used - the better the result is, than the values in the “Result” row of table would have been rising from left to right along with the values in the “Amount of Methods Used” row. Moreover, the reverse connection also cannot be spotted, as the values of the “Result” row do not rise from right to left as well. In order to consolidate the conclusion a supportive data can be used, where the values of the “Result” row are not based on the results of the latest national examination; they are subjective assessments of the teachers.

Amount of Methods Used	3	4	5	8	9	12	12
Result	14	10	17	9	15	10	10

As seen from the table, the supportive subjective data also disproves the hypothesis about the methods, as no direct connection is detected.

The second part of the analysis is connected with the aids used to support the development of English speaking skills of high school students. The analysis follows the same procedure and format as the analysis of the connection between the methods and the academic success of the students. The current thesis offers the total amount of 17 aids used during the conversation classes and suggested as the most useful and frequently used by different sources. After the survey the following results were obtained:

Amount of Aids Used	7	7	8	10	10	10	11	11	12	12	12	12	13	14	14	15	16
Result	18	19	15	15	17	19	8	12	13	15	17	17	15	14	18	4	6

The table indicates there is no direct connection between the number of various aids used by the teachers and the results of their pupils. The situation is similar to the previous analysis of the connection between the methods and the academic success of the students: the results in the table are sorted by the values of the “Amount of Aids Used” row and the “Result” row does not mark any relations between the rows. The consolidation of the conclusion using the supportive subjective data is present in the following analysis as well:

Amount of Aids Used	6	7	7	8	11	14	15
Result	17	15	10	14	9	10	10

The results in the above table can roughly detect a slight relation between the amount of aids used by the teacher and the assessment of the students. It is seen that the values of the “Result” row are more or less rising from right to left, which indicates the reverse dependence. In other words, the more aids the teacher uses - the worse the results of his/her students are. However, taking into consideration the facts that the number of respondents in this target group is low (7 respondents), that the values of the “Result” row are not based on the results of the latest national examination, but are subjective assessments of the teachers and that the analysis still indicates some exceptions, the result of this supportive analysis is not valid enough to contradict the previous conclusion.

Finally, in order to state the research as completely finished and to make a general conclusion on the topic the composite analysis ought to be made, which will examine the possibility of occurrence of a connection between the sum of aids and methods used by teachers and the academic success of their students in developing English speaking skills. Although, taking into consideration that none of two previous analyses confirmed the hypothesis, the prediction for a composite analysis is that it will disprove the hypothesis as well. The composite analysis follows the same procedure and format:

Total Amount of Methods and Aids Used	14	15	15	16	18	18	19	20	21	22	22	22	23	24	25	25	28
Result	18	15	19	17	15	17	19	13	4	15	16	19	17	18	4	15	6

As suspected, the analysis of the table detects that there is no dependence between the variety of methods and aids used during the conversation classes in high schools of Estonia and the results of the oral part of the English language national examination, since the values of the “Result” row of the table do not rise evenly in any direction regarding the values of the “Total Amount of Methods and Aids Used” row. Considering the stability in the results of three analyses based on the results of the national examination it has been decided not to conduct the last supportive analysis using subjective data. Further consolidation of obtained result is not needed and the possible contradiction that may occur during the supportive analysis would not be considered valid enough.


In conclusion, one of the aims of the current paper has been achieved. It is found out and proven that there is no direct connection between the English speaking skills and the choice of methods used to develop these skills in high schools of Estonia. In addition, the first hypothesis has been fully disproved.


### 2.3 Unconditionally Influential Aids and Methods

Another aim of the current thesis is to find out whether there are any universal methods or aids in developing English verbal communication skills in Estonian schools on the stage of high school (B2 - level for high school graduates of Estonia) that cause any kind of effect on the result of teaching regardless of any other possible factors. In order to detect such methods or aids among the list provided by the present paper, a special table has been arranged on the basis of the results of the survey:

Result	4	4	6	13	15	15	15	15	16	17	17	17	18	18	19	19	19
speech																	
pictures and charts																	
dialogue																	
small-group discussion																	
role-playing																	
maps																	
language games																	
blackboard or smart board																	
information gap activities																	
advertisements																	
recorders																	
humour																	
improvisation																	
cartoons																	
puzzles																	
ranking and selection tasks																	
debates																	
composition																	
turn-talking																	
flash cards																	
clocks and calendars																	
board games																	

radio	red	blue	red	blue	red	blue	red	red	red	blue	red	blue	blue	red	blue	red	red
group planning	blue	blue	blue	blue	red	blue	red	red	red	red	blue	red	red	red	red	blue	red
other kinds of boards	blue	blue	blue	red	red	red	red	red	red	blue	red	blue	blue	red	red	red	red
realia	blue	red	blue	red	red	blue	red	red	red	red	red	blue	red	red	red	blue	red
opaque projector display	blue	red	blue	red	blue	red	red	red	red	red	blue	red	blue	red	red	red	blue
phonograph records	red	red	blue	red	blue	red	red	red	red	red	blue	red	blue	blue	red	red	blue
simulation	red	red	blue	red	blue	blue	blue	red	red	red	red	blue	red	red	red	red	red
real-play	red	red	blue	red	red	blue	red	red	red	blue	red	red	red	red	red	red	red
pyramid discussion	red	red	red	red	red	red	red	red	red	red	red	red	red	red	red	blue	red

 - method or aid used

 - method or aid is not used

During the table arrangement only the data collected from the respondents who based their answer on the results of the national examination were taken into account, since this analysis requires accuracy of the students' skills' assessment. The table is sorted by the values of the row "Result" which consists of the results of the oral part of the English language national examination provided by the respondents of the survey. The left column includes all 31 methods and aids (14 methods and 17 aids) described by the current paper. Blue and red sectors denote whether the method or aid is used by the teacher or not. The point of this table is to visually represent which methods and aids are used by teachers depending on the results of their students. Simply speaking, blue sectors on the right side of the table denote methods and aids used by teachers whose students' results are high and blue sectors on the left side of the table denote methods and aids used by teachers whose students' results are low; the same with the red sectors. This kind of sorting allows locating aids and methods used only by teachers whose students' results are high or, on the contrary; - only by teachers whose students' results are low. Locating such aids or methods will evidence that they have a specific unconditional influence on the result of teaching.

The analysis of the table detects only two aids which more or less respond to the theory. These aids are: flash cards and clocks and calendars. The following aids are used mostly by teachers whose students' results are low and, on the contrary, are not used by teachers whose students' results are high. So it can be assumed that flash cards and clocks and calendars aids are unconditionally influential and their usage during the conversation tasks in high school of Estonia may have a negative effect on the result of teaching. However, taking into consideration the facts that the selection of respondents consists only

of 17 teachers, that even this small research has its exceptions and that the results of the oral part of the English language national examination are provided by the respondents, which means that these results may be doubtful, it should be stated that the conclusion and the results may not be accurate. Although, the fact that most of the methods and aids used by teachers are not unconditionally influential has been determined, because they are used by both teachers whose students' results are high and low.

## CONCLUSION

The final part of the current thesis is meant to sum up the results obtained during the practical research and the paper as a whole. A general conclusion has to be made considering the methodology used during the work, the aims that were set and the hypotheses that were made at the beginning of the work.

The thesis has looked through different printed and online resources and has collected the information about various methods and aids that teachers use during their work of teaching and developing the speaking skills of the English language. The total amount of 14 methods and 17 aids was collected, which according to the resources used are the most popular during the conversation classes. The theoretical part provides a brief description of these aids and methods.

The practical part of the thesis is based on an empirical research which consists of a survey and the analysis of the obtained results. The purpose of the research was to achieve the aims set at the beginning of the work which were: 1) to find out whether there is a direct connection between the English speaking skills and the choice of aids and methods used to develop these skills in high schools of Estonia or not; 2) to reveal methods and aids that have an unconditional influence on the result of teaching in high schools of Estonia. Both aims were achieved during the research. It has been proven that there is no direct dependence between the variety of aids and methods and the result of the development of the English speaking skills of Estonian high schools, which means that the success of developing English speaking skills probably depends on other aspects or on the combination of different factors. In addition, there have been found two aids (flash cards and clocks and calendars) that can be considered unconditionally influential and have a negative influence of the process of teaching to speak the English language during classes in high schools of Estonia. However, the last output may be considered inaccurate and arguable taking into account a number of factors.

All in all, the first hypothesis (the variety of methods used to teach to speak the English language has a direct influence on the result of teaching. The more methods and aids are used - the better the results are), referring to the high schools of Estonia, has been totally disproved and the second hypothesis (there are definitely some universal methods or aids that have an unconditional influence on the results, either positive or negative), referring to the high schools of Estonia, has been confirmed.

## SUMMARY IN THE ESTONIAN LANGUAGE

Käesolev bakalaureusetöö põhineb inglise keele rääkimisoskuste arengu uurimisel gümnaasiumiastmes. Peamiseks uurimisobjektiks on erinevad meetodid ning vahendid, mida kasutatakse inglise keele rääkimisoskuste arengu toetamiseks. Töö eesmärk on uurida, kas on olemas mingi korrelatsioon inglise keele rääkimisoskuste ja nende arenguks kasutatud vahendite ning meetodite valiku vahel. Teiseks – uurida välja, mis meetodid ja vahendid osutavad mõju inglise keele rääkimisoskuste arengule Eesti gümnaasiumides. Bakalaureusetöö koosneb sissejuhatausest, kahest peatükist ja kokkuvõttest.

Sissejuhatus annab põhilise informatsiooni keele õppimise kohta, peamistest probleemidest, mis on seotud erinevate keele oskuste arenguga, nimelt rääkimisoskuste arenguga. On olemas kaks hüpoteesi: 1) meetodite ja vahendite rohkus osutab vahetu mõju inglise keele õpetamisele; 2) on olemas mingeid universaalseid meetodeid või vahendeid, mis osutavad tulemustele mõju, kas negatiivset või positiivset.

Esimese peatükis, mis on samas ka teoreetiline, on kirjeldatud õpetamismeetodid (kokku 14), mida kasutatakse inglise keele rääkimisoskuste arendamiseks, ning vahendid (kokku 17), mida kasutatakse õpetamisprotsessi toetamiseks. Peatükis antakse ka kõige levinumate meetodite ja vahendite näited.

Teises peatükis on esindatud uurimine, mis koosneb küsitlusest ja saadud tulemuste analüüsist. Küsitluse abil saadud tulemuste analüüs näitab kui palju meetodeid ja vahendeid kasutatakse Eesti koolides inglise keele rääkimisoskuste arendamiseks. Võttes arvesse tulemuste analüüsi, siis saab väita, et esimene hüpotees oli ümber lükatud, teine aga tõestatud.

Kokkuvõttes antakse ülevaade terve töö tulemustest, kommentaaridest ning ülesannetest ja hüpoteesidest.

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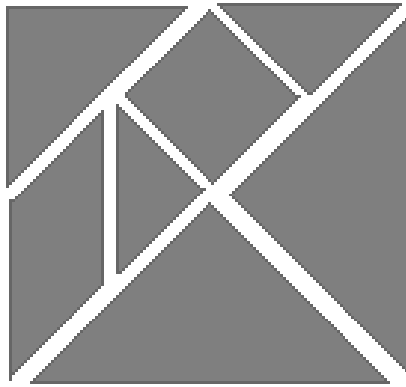
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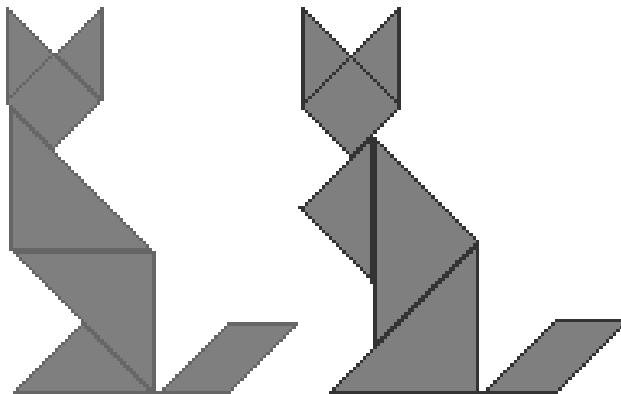
## APPENDICES

### Appendix 1. Tangram

“Tangram is an ancient Chinese puzzle. This activity is sometimes called "seven pieces of cleverness." The object of the puzzle is to rearrange the pieces of a square (the puzzle pieces) to form figures (like a picture of a cat (see Appendix 1.2)) using the tangram pieces” (Enchanted Learning 1999-2010: para. 1). “The puzzle, consists of 7 pieces made using 3 basic geometric shapes. There are two large, one medium and two small triangles, one square and one parallelogram” (see Appendix 1.1). (Crawford 2011: para: 1).



1.1 - (Enchanted Learning 1999-2010: para. 7)



1.2 - (Ibid: para. 8)

## Appendix 2. Questionnaire

Dear Respondent,

I am a third-year student of Narva College of the University of Tartu. I am conducting a research on different methods that English language teachers use to develop speaking skills of their students. I would appreciate it if you could provide me with feedback on your preferences in terms of the methods/techniques listed below.

The results will only be used for the purpose of the research.

Thank you for your help!

### 1. Please mark which of the following methods do you use during your classes in high school to develop English speaking skills of your students.

	Use	Don't use	Don't know the method
dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improvisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
small-group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ranking and selection tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pyramid discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
debates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
role-playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
real-play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
simulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
turn-talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
information gap activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Please mark which of the following aids do you use during your classes in high school to develop English speaking skills of your students.

	Use	Don't use	Don't know the aid
blackboard or smart board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other kinds of boards (bulletin boards, flannel boards, magneboards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Use	Don't use	Don't know the aid
realia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pictures and charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flash cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clocks and calendars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
opaque projector display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
phonograph records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
board games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Please assess the speaking skill of your students by putting the average mark considering all your students (from 1 to 20 points). You can take into account the results of the oral part of the latest national examination.**

\_\_\_\_\_

**4. Have you taken into account the results of the latest national examination answering the previous question?**

Yes  No

**5. Are all of your students at approximately the same level of speaking skills by the time of the national examination?**

- All students are at the same level
- Most of the students are at the same level; only a few exceptions
- All students are at different levels

Thank you for your participation!

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