Inspirations and Innovations for English Classroom

Editor:
Bambang Yudi Cahyono

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State University of Malang, East Java, Indonesia

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FOREWORD

Inspirations and Innovations in English Classroom is a compilation of 35 chapters that were selected from full papers presented in the 7th *National English Language Teachers and Lecturers (NELTAL)* Conference which was held at State University of Malang, East Java, Indonesia, on March 28, 2015. The title of this book was taken from the theme of the conference.

The chapters in this book were written by English language teachers, English language lecturers, as well as students of graduate and doctorate programs in English Language Teaching. With the publication of this edited volume, it is expected that the volume will give benefits to English language teachers, lecturers, instructors, and those who are interested in getting inspirations and innovations from or for English classrooms.

A number of people took part in the organization of the conference and the publication of this edited volume. Accordingly, I would like to thank the Dean (Professor Utami Widiati) and the Head of the Centre for Language and Culture (Dr. Gatut Susanto) of the Faculty of Letters of State University of Malang. Moreover, I thank to all of the paper presenters and especially those whose full papers were included as chapters in this book.

I also would like to give my appreciation to the members of the organizing committee, especially Ms Ellya Iswati, Ms Hanik Mahliatussikah, Ms Maria Hidayati, Ms Hasti Rahmaningtyas, and Ms Ratih Mufidah Kusfianti, who dedicated their attention and time for the success of the 7th NELTAL Conference.

Finally, for the preparation of the manuscripts of this book and the preparation of the book cover design, I would like to thank Miss Ira Mutiaraningrum and Miss Nur Aida Ikrima, respectively.

Malang, November 27, 2015
Editor,

Bambang Yudi Cahyono

Chapter 30

Adopting Simultaneous Speaking Activities

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Speaking courses are aimed to give the students opportunities to make the best use of their potential in speaking English. In fact, there might be speaking classes which are conducted not on the basis of speaking simultaneously. An example of this is dialog performance between two students in front of the class. While the two students are having conversations, the rest of the students, who sit at their chairs, wait anxiously for their turn or just talk to their classmates about something else. Furthermore, this kind of non-concurrent activity does not really optimize the acquisition of the language in the sense that prior to performing the dialog the students are about to memorize the script that they have constructed.

Some examples of non-simultaneous activities are role plays, group discussion, speeches, presentations all of which at certain times might not be successful. Lazaraton (2001: 106) mentions that, depending on the student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions. Harmer (2001: 272) states that one of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed in discussion situations. Lazaraton (2001: 106) believes that speeches can be frightening for the speaker and, after a while, boring for the listeners.

Based on such considerations, then, simultaneous speaking activities might be a solution. The word 'simultaneous' means existing or occurring at the same time (Merriam-webster Dictionary, 2015). There have been a lot of suggested classroom activities which might trigger the students to the natural use of the target language. Simultaneous speaking activities are the procedures which trigger the students unconsciously to the maximum use of

English through the total participation of each student in the designed techniques. All students have to take part synchronously; there is no single student who becomes the audience or spectator in every activity.

The speaking activities implemented must always consider the theoretical foundation of the English teaching itself. One of the teaching principles in cognitive area which is closely related to speaking is automaticity. Brown (2007: 64) states the principle of automaticity which includes the subconscious use of language through meaningful use, efficient and rapid movement away from a focus on the forms of language to a focus on the purposes to which language is put, efficient and rapid movement away from a capacity-limited control of a few bits and pieces to a relatively unlimited automatic mode of processing language forms (often referred to as fluency), and resistance to the temptation to analyze language form.

The principles of simultaneous speaking activities follow those of the teaching of speaking skills. Brown (2007: 331-332) lists some principles for teaching speaking skills. The first is focusing on both fluency and accuracy, depending on the objective. The second is providing intrinsically motivating strategies. The next is encouraging the use of authentic language in a meaningful contexts and providing appropriate feedback and correction. The fourth is capitalizing on the natural link between speaking and listening. After that, speaking must also give students opportunities to initiate oral communication. The last is encouraging the development of speaking strategies.

This chapter elaborates the implementation of simultaneous speaking activities which are expected to facilitate the students in practicing their speaking skills and the acquisition of English. Thus, simultaneous speaking activity is defined as activities which require and give opportunities to the students to actively participate in instantaneous and spontaneous English speaking circumstances.

METHOD

The participants of this study were English Department students of Lambung Mangkurat University, South Kalimantan, batch 2013. There were 45 students who were divided into two Speaking II Classes. This mini research intends to study the application of simultaneous speaking activities that have been exposed to the students of Speaking II Course. The activities were adopted from some sources (i.e., Hadfield, 1987, 1990, 1999, 2007;

Richards, Hull & Proctor, 1991; Watcyn-Jones, 1997). The list of the names of the speaking activities and the sources are shown in the Appendix.

The simultaneous speaking activities are believed to be activating the students in terms of speaking English during the teaching and learning process. There are four categories of simultaneous speaking activities based and the types of grouping and the use of cards, namely whole class (6 activities), in pairs (4 activities), in groups (4 activities), and card games (4 activities).

The lecturer observed the students during the process of simultaneous speaking activities. Following the completion of the silmulatenous activities, students were asked to give their opinions on the names of the activities that they remembered. Students' opinions were elicited by using a questionnaire. The observation and questionnaire data were used to draw conclusion regarding the output of the activities implemented.

FINDINGS

The results of questionnaire showed that out of 45 students, many of the students remember the simultaneous speaking activities implemented in Speaking II Classes better than others. For example, most of them summon up that *Family Budget* is the most remembered activity in Card Game category because 77% students admit that they are familiar with the activity. This is due to the sequence of the activities implementation. The *Family Budget* activity was conducted almost in the ending session of the class as it can be seen in Table 1.

The table shows that Funny *Faces*, *Memorizing*, *Group Debate*, and *Family Budget* are the most remembered semulatneous activities from the students' perspective. However for the discussion and presentation of the simultaneous speaking activities, the whole class and in pairs activities are determined by the teacher considering the result of the teacher's reflection. The activities are *Market Forces* and *Soap Faces*. They are chosen because the teacher reflected that both activities were successfully conducted seeing from the students' participation and their active contribution. Meanwhile, the in groups and card game activities are presented due to the consideration of the questionnaire's results. Therefore, *Group Debate* and *Family Budget* are chosen because the students remember both activities well. The procedures in implementing the four simultaneous speaking activities' and the materials are briefly presented below:

Table 1. Students Who Remember the Simultaneous Speaking Activities

No	Categories	Name of activities	f	%
1	Whole Class	Prove It!	3	6
		Find the Occupants	8	17
		Funny Faces	31	68
		Market Forces	14	31
		Airport Convention	19	42
		Told You So!	10	22
2	In Pairs	Memorizing	36	80
		Soap Faces	5	11
		Identity Parade	4	8
		Follow The Yellow Brick Road	14	31
3	In Groups	Personalizing	9	20
		Telepathy Games	16	35
		Group Debate	29	64
		Classroom Debate	27	60
4	Card Games	Robot Game	29	62
		Martian Lotto	13	28
		What Is It?	14	31
		Family Budget	35	77

Simultaneous versus Non-simultaneous Activities

Activity 1

Category:	Whole Class
Activity:	Market Forces
Adopted from (Source):	Hadfield (1987)
Preparation:	Cards (see Appendix 2)
Procedure:	• The game may be played with 8 or more players. • Copy one card for each member of the class. Distribute the cards and tell the students that they want to buy and sell the objects mentioned on the card. In addition, they each have £100 cash. Everyone is thus simultaneously salesman and consumer.

	• The object of the game is a) to get rid of the goods you have to sell at the most advantageous prices (players may set their own prices) and b) to obtain the goods you need without overspending your budget. • To do this, players must move around the class offering goods for sale, and buying others. At the end of the game the player with most money in addition to the goods he/she need is the winner.

Activity 2

Category:	In Pairs
Activity:	Soap Faces
Adopted from (Source):	Watcyn Jones (1997)
Preparation:	Handout in the form of pictures (see Appendix 3)
Procedure:	• The students are divided into pairs. • Each pair is given one copy of the handout. • Each student must think of one of the faces and list down all the information he or she can think about that person. • One of the students reads out his/her description. The other student listens and tries to guess which person the description refers to.

Activity 3

Category:	In Groups
Activity:	Group Debate
Adopted from (Source):	Richards, Hull & Proctor (1991)
Procedure:	Ask the students to in a group of four. Take turn discussing the topics below: (1) Giving students financial rewards when they get high grades

(2) Banning cigarette advertising
(3) Making companies recycle all their waste
(4) Getting car owners to pay more taxes for public transportation
(5) Eliminating all private schools
(6) Paying teachers more when their students get high test scores
(7) Allowing workers to set flexible hours

The roles:

Student	Turn 1	Turn 2	Turn 3	Turn 4
A	Asking for an opinion	Disagreeing the opinion	Agreeing the opinion	Giving an opinion
B	Giving an opinion	Asking for an opinion	Disagreeing the opinion	Agreeing the opinion
C	Agreeing the opinion	Giving an opinion	Asking for an opinion	Disagreeing the opinion
D	Disagreeing the opinion	Agreeing the opinion	Giving an opinion	Asking for an opinion

Activity 4

Category:	Card Ganes
Activity:	Family Budget
Adopted from (Source):	Hadfield (1987)
Preparation:	Cards (see Appendix 4)
Procedure:	• Divide the class into groups of three or four. Copy one set of role cards and one set of picture cards for each group. For groups of three, leave out Tim or Samantha. • Give out a role card to each member of the groups. The picture cards should be placed face down in a pile in the middle.

- Tell the students that they belong to a family of four (or three) and that they have a total of $500 to spend. They may spend this money as they like, but they must come to an agreement as to how it is to be spent. Each member of the family has a role card showing how he/she would like to spend all or part of the money: they should think of good reasons for buying these things and argue the case with the rest of the family.
- They should begin the game by turning up the first picture card and arguing the case for buying or not buying it.
- If the family *do* agree to buy it, the member of the family who want it should keep the card. If they decide not to buy it, the card should be discarded.
- The objective of the game is to acquire as many as cards as possible. The family member with the most cards at then of the game is the winner.

Simultaneous versus Non-simultaneous Activities

The surprising findings are that students prefer to have both non simultaneous and simultaneous activities. When they were exposed more with simultaneous activities, they students asked for the non-simultaneous ones. This can be seen from the Table 2 showing that the students who prefer to have dialog performance and presentation are almost equal in number when they were asked whether they enjoyed the simultaneous activities. Moreover, other examples of non-simultaneous activities like *Talk Show* and *Discussion* become the students' favorites, too.

DISCUSSION

In terms of automaticity principle, the non-simultaneous activities might hamper and facilitate the automatic use of English. If the activities are more to memorize phrases, sentences and expressions used in the dialog perfor-

Table 2. The Students Preference on the Simultaneous Speaking Activities

No	Types	Categories	Yes	No
1	Non-simultaneous Activities	Dialog Performance	43	2
		Presentation	38	5
2	Simultaneous Activities	Whole Class	35	6
		In Pairs	30	4
		In groups	43	1
		Card Game	35	7
3	Favorite Activities	Classroom Debate	32	-
		Talk Show	7	-
		Discussion	1	-
		Telepathy Game	2	-

mances or role plays, group discussion and speeches or presentations, the automaticity is not assisted. On the contrary, based on the observation during the implementation of some simultaneous activities, almost all scenarios help the automatic use of English in speaking. However, this automaticity principle might work well with non-simultaneous activities if the students are obliged to unscripted situations.

For the first speaking skill principle, fluency, the simultaneous activities really promote the students with fluency in English, but lack of accuracy. On the other hand, the non-simultaneous activities facilitate accuracy of the language use because there is a chance for 'fixing' the mistakes and the errors depending on the lesson objectives. Secondly, the simultaneous activities are more to providing intrinsically motivating strategies. There is no such feeling of being watched intensively by the teacher and audience. The students can freely explore the communication by themselves. The activities can be a means of taining the students to be confident because through the simultaneous activities they don't have to speak in front of audience but in a more personal approach. The activities also accommodate the kinesthetic students because they are mostly required to move around, and that was fun for them. They might enjoy the activities a lot. According to some students' opinions, the simultaneous activities are impressive, relaxing, targeting on speaking practice and innovative.

The next is how an activity is able to encourage the use of authentic language in a meaningful context and provide appropriate feedback and correction. The situations used in the simultaneous activities are taken from

what really happens in daily life in which English is used in an authentic and eloquent way as the contexts required. However, the teacher cannot give equal feedback and correction when they did the simultaneous activities because the communications happened like in the real life where teacher was not fast enough in spotting the mistakes or errors. Capitalizing on the natural link between speaking and listening is one of the principles of speaking skills development. Students must be able to listen first to what is spoken by their peers. In that way, they can help manage correction of errors by their peers. Based on the teacher's observation, the whole class, in pairs, in groups and card game activities require the students to initiate oral communication. Some students also agree to this point in their comments of the questionnaire.

Although the simultaneous activities get more positive feedback from the teacher and the students, there are unsupportive opinions about the implementation of the activities. The rule of the game sometimes is considered unclear; some students cheated by creating unreal answers; and card games can be boring because it was too often applied during the sessions. Some other obstructive ideas are due to the students' preferences; for example, the students prefer to have individual presentation; they also enjoy role plays which were less practiced in the lessons and they want more dialog performances; and some students stated they do not like games and unserious activities.

CONCLUSION

Most of the simultaneous activities contain spontaneous interaction and trigger the students to socialize in a spontaneous communication. The students can be asked to initiate the communication and give the appropriate responses. The activities are designed to develop the students' speaking skills. This, in turn, might encourage the development of students' speaking strategies. In addition, some students are able to learn from friends who are better in speaking. Simultaneous activities are considered fun activities which do not make students realize that they learning, but they feel like playing. In terms of assessment, simultaneous activities are leading to process assessment. However, it might be hard to have equal teachers' attention for each student. The score oriented students will not like and enjoy the activities because in their opinion the simultaneous activities do not ease the teacher to score them.

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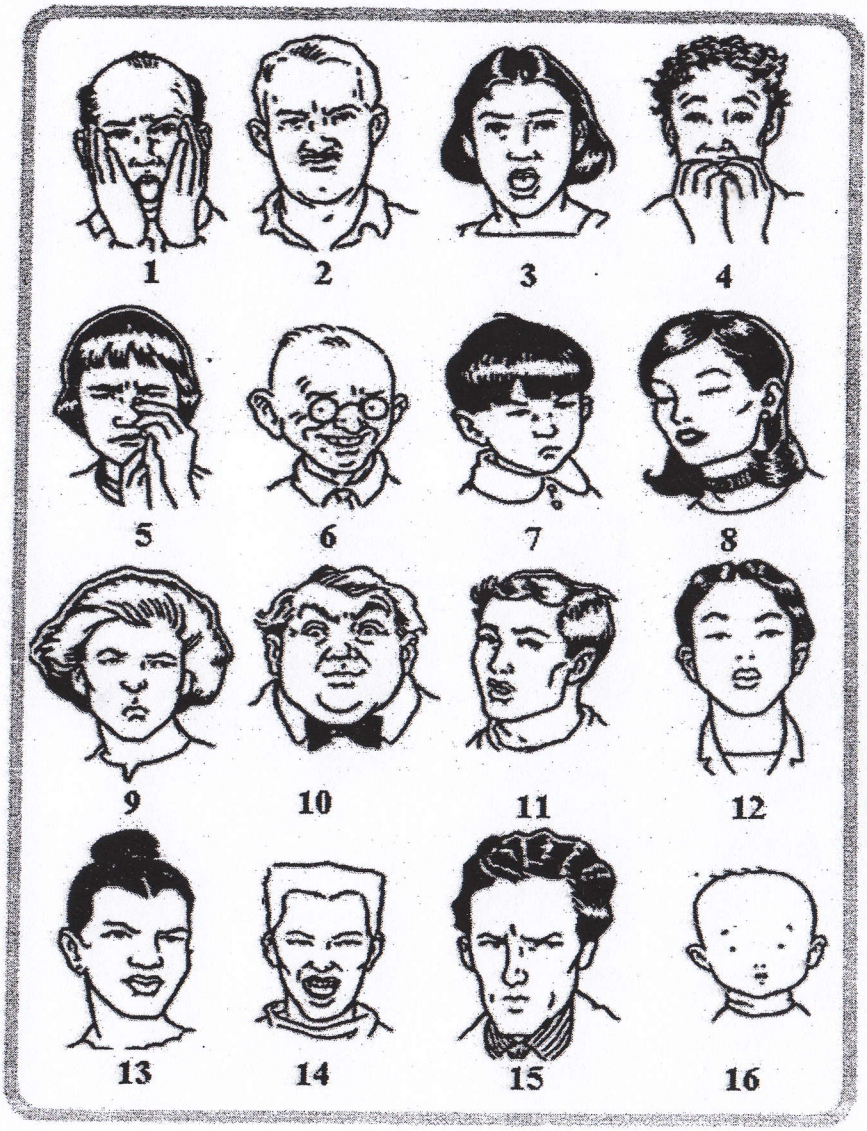
APPENDIX 1: THE SUMMARY OF THE SIMULTANEOUS ACTIVITIES IMPLEMENTED

Name of Activity	Goal	Source
Identity Parade	Describing people	Hadfield (1999)
Martian Lotto	Describing appearances	
Airport Convention	Describing appearances	
What is it?	Describing objects/shape	
Follow the Yellow Brick Roads	Giving directions	
Prove it!	Asking for and giving personal information	Hadfield (1987)
Find the occupants	Describing houses and people	
Market Forces	Persuading	
Family Budget	Stating and justifying opinion, stating needs and wants, agreeing and disagreeing	
Told You So!	Giving advice and opinions	Hadfield (1990)
Soap Faces	Describing a person	Watcyn-Jones (1997)
Funny Faces	Following written Instructions and expressing opinions	
Memorizing	Building up a body with all the parts in the right places	Hadfield (2007)
Personalizing	Giving command	
Robot Game	Describing the robot and finding the right match	
Telepathy Games	Asking and giving advice	Teacher Modification Activity
Group Debate	Giving opinion	Richards, Hull & Proctor (1991)
Classroom Debate	Stating opinion	Teacher Modification Activity

APPENDIX 2: CARDS FOR *MARKET FORCES*

BUY: car SELL: bike	BUY: camera SELL: car
BUY:bike SELL: camera	BUY: fridge SELL: camera
BUY: bike SELL: washing-mashine	BUY: car SELL: fridge
BUY: camera SELL: bike	BUY: washing-mashine SELL: car

APPENDIX 3: HANDOUT FOR *SOAP FACES*

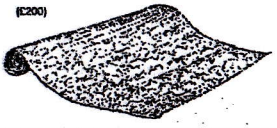


APPENDIX 4: CARDS FOR FAMILY BUDGETS GAME

A. Role Cards

MUM	DAD
You want: A washing machine ($225) A new carpet for living room ($200) A second car ($500) A family holiday in Spain ($500)	You want: A lawnmower ($85) A video recorder ($300) A greenhouse ($250) A power drill ($185)
TIM	**SAMANTHA**
You want: A stereo ($300) A leather jacket ($85) A computer ($200) A ten-speed bike ($120)	You want: A doll's house ($50) A bike ($55) A rocking horse ($100) A camera ($25)

B. Picture Cards

(£225)	(£200) 
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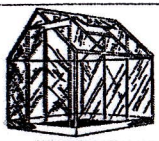
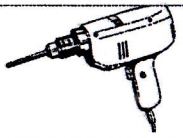
(£250) 	(£65) 
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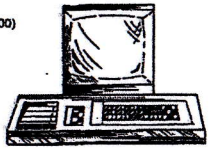
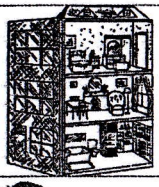
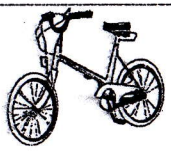
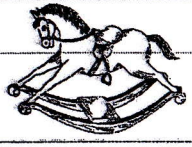
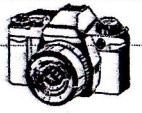
(£200) 	(£120)
(£50) 	(£55) 
(£100) 	(£25)