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## **The Impact of Structured Output Activities in Developing the Speaking Skill of Language Learners**

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# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَكَادُ سَنَا بَرْقِهِ يَذْهَبُ بِالْأَبْصَارِ . يَقْلِبُ اللَّهُ اللَّيْلَ وَالنَّهَارَ . إِنَّ فِي ذَلِكَ لَعِبْرَةً لَأُولِي الْأَبْصَارِ

صدق الله العلي العظيم

سوره النور الآيتين 43 و 44

*In the name of God, the Most Merciful, the Compassionate*

The flash of its lighting almost takes away the eyesight. Allah alternates the night and the day. Indeed in that is a lesson for those who have vision

Surat Al Noor 43-44

# Dedication

To my Father, Mother Brothers, Sister and Friends

# Acknowledgements

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## **Abstract**

Communicative Output Activities allow students to practice using all of the language they know in situations that resemble real setting. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are role plays and discussion. In role play, students are assigned roles and put into situations that they may eventually encounter outside the class, because role plays imitate life, the range of language functions that may be used expands considerably.

**Keywords:** communicative, output, role play, students, situations

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# Chapter one

## 1.1 Statement of The Problem

To learn any foreign language, the learner must acquire all its skills, rules and any kind of weakness during language practice. Speech is one of the main skills and it is an oral skill that can be defined as oral expression that develops the ability to speak English as a foreign language accurately and fluently.

## 1.2 Aim of The Study

The aim of the research is to study the effect of activities on the learner in using the language.

## 1.3 Hypothesis

The study assumes that the learners suffer from reluctance to practice speaking in class and fluency in speaking.

## 1.4 Limits of the Study

The research relates to communicative output activities according to a balanced activities approach.

## 1.5 Value of the Study

This study is considered valuable from a theoretical point of view because it shows the importance of activities in learning and practicing a language, as learners do not learn to speak if they do not speak.

## 1.6 Procedures

- 1- Choosing and limiting the topic of the study
- 2 - Selecting and collecting data
- 3 - Reading and Classifying the material of the study

## CHAPTER TWO

### 2.1 DEFINITION

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions. (prof. Dr fatin AL- Rifai, 2012: 62)

Communicative output, on the other hand, refers to activities in which students use language as a vehicle for communication because their main purpose is to complete some kind of communicative task.

Because the task in a communicative activity is of paramount importance the language used to perform it takes, as it were, second place. It becomes an instrument of communication rather than being an end in itself.

In most communicative activities the students will be using any and/or all the language that they know: they will be forced to access the language they have in their language store, and they will gradually develop strategies for communication that over-concentration on presentation and practice would almost certainly inhibit.

Even during a communicative activity a student's output and the degree of success that output achieves may provide valuable information about that language which is then internalized .Teacher correction during a practice activity may give the student more input information about the language in question.



Because of the focus on communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach.

This is because its aims are overtly communicative and great emphasis is placed on training students to use language for communication.

(<https://revistas.unal.edu.co/index.php/profile/article/view/17691/36825>)

## **2.2 DEAILED REVIEW OF THE ACTIVITIES**

### **2.2.1 Structured Output Activities**

Language learners must have opportunities to produce output in order to gain fluency and accuracy.

Lee and VanPatten state that structured output" is a concept that can be applied to the development of activities that encourage learners to use newly learned vocabulary in a productive manner . "In terms of progression, structured

output activities should follow structured input activities.Lee and VanPatten define structured output as" a special type of form-focused activity that is communicative in nature . "They provide two major characteristics of

### **2.2.2 Structured Output Activities:**

- 1-They involve the exchange of previously unknown information.
- 2- They require learners to access a particular form or structure in order to express meaning.
- 3-The guidelines established by Lee and Van Patten for developing structured output activities include :

Present one thing at a time.

Keep meaning in focus.

Move from sentences to connected discourse.

Use both oral and written output.

Others must respond to the content of the output.

The learner must have some knowledge of the form or structure.

Keep in mind that, as with structured input activities, structured output activities are never disconnected from meaning.

structured output activities

Some of the outputs have intrinsic value. Sharing information, for example, can help build trust between participants even if the information itself is worthless.

Likewise, simply having a meeting can sometimes be more important than what the meeting achieves because of the opportunity to build or strengthen relationships.

Good process design means paying attention to intangible as well as tangible gains.

(<https://coerll.utexas.edu/methods/modules/vocabulary/04/output.php>).

## **2.3 THE ROLES OF TEACHERS AND THE ROLES OF LEARNERS**

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by

obtaining missing information, a feature the activities have in common with real communication.

However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication. Here some of information gap activities are presented.

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces.

The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance.

For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs.

Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor.

Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment.

Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture.

The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative.

It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation. In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip.

Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty

Abowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing.

You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task.

Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task.

Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin.

The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions. With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students.

If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they

will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between teacher's modeling and communicative output because they are partly authentic and partly artificial.

Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic

communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse.

Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material.

As they become comfortable, they can move on to true communicative output activities. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task.

The most common types of communicative output activity are role plays and discussions. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom.

Because role plays imitate life, the range of language functions that may be used expands considerably.

Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence.

They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays: • Prepare carefully:

Introduce the activity by describing the situation and making sure that all of the students understand it • Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less confident students will be more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

- Do topical follow-up: Have students report to the class on the outcome of their role plays.

- Do linguistic follow-up: After the role play is over, give feedback on a grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. Discussions, like role plays, succeed when the teacher prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

- Use small groups instead of whole-class discussion: Large groups can make participation difficult.

- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

- Do topical follow-up: Have students report to the



class on the results of their discussion. • Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more. (prof. Dr fatin AL- Rifai, 2012:59 - 66)

## CHAPTER THREE

- 1- **3 It is a purposeful process:** the communication process between the two parties does not take place unless it is to achieve a specific goal, even if this goal is just spending free time between them, it is also a goal. listener or reader.
- 2- **3 It is an interactive process:** the activities of the communication process include the interaction between the two parties to this process. This interaction requires each party to be a participant in the other's opinions and ideas and expressing his point of view towards the audible subject. The interaction requires a good response from both parties with the heat of communication between them, and the success of the communication between them also depends. The process of communication is based on the exchange of relations between them. To the extent that each party exerts effort, money and feelings towards the other, the relationship develops and rises higher, and the interaction is affected by the characteristics and characteristics of the interacting people. The more one party to the interaction is characterized by sincerity, frankness, good manners, cooperation, tolerance and broad-mindedness, the more receptive it is to the other, which increases the interaction process. Whenever he is characterized by moral decadence, hatred, selfishness, bad reputation, disrespect for others, and narrow-mindedness, the other party strives to shun and reject what he offers.
- 3- **3 It is a process that includes many parties, including:** the speaker, the listener, the subject, the message, the place and time of the communication process, the type of the audience, their background knowledge, and their knowledge of the topic of interest.
- 4- **3 It is a mental process:** when the speaker communicates with the other, he usually has an idea that he wants to express. After that, he selects the elements expressing this idea, and then the speaker begins to pronounce this message using a set of specific physical signals to deliver the message in the correct way and in return. In

reverse, the listener performs the previous procedures, but in an inverse manner, where he receives the spoken words, phrases and sentences in order to construct from them the general or general idea that the speaker wants, and then the process of interaction between them begins.

- 5- **3 It is an organized process:** Linguistic communication is an organized process that requires the speaker to plan well the speech process and to install his message in an understandable form to be received by the listener, who decodes this message and recognizes it and tries to extract the general meaning of it, meaning that both the speaker and the receiver have precisely defined roles.
- 6- **3 Feeding the most prominent aspects of communication:** feedback is meant to say that feedback is informing one of the communication parties of the impressions, ideas or opinions of the other party. The correct direction or modification of his speaking style, performance and presentation style if he needs to be modified
- 7- **3 Communication is a continuous process:** since communication includes a series of actions that have no definite beginning or end, it is constantly changing and moving, and therefore it is impossible for a person to catch any communication, stop it and study it, and if he wanted to, the communication would change that the communication cannot be returned completely as it is because It is based on ongoing relationships between people and communication environments, skills, attitudes, experiences and feelings that enhance communication at a specific time and in a specific way.

Source

(Active Listening Skills, speaking skill ,Maher Shaaban Abdel Bari, 33, 34)

## CONCLUSIONS

The study focuses on the structured output activities and to recognize the role of the teacher. using Structured output activities that have an important and significant impact in enabling the learner to use the active language alone as a rehabilitation stage and linking what he has learned with what is practiced when using the language.

Without structured output activities the link becomes missing because he would take a science subject without actually applying it. And that communicative activities have a role in helping teachers to attract students' attention and to identify the factors that affect students' interest from the teachers' point of view. structured output activities help to consolidate the language in the students' minds and not forget it because they are actual practical practices and not just a theoretical study.

Structured output activities help them to learn the language in the best and most perfect way and enable them to rise to high levels of the language and remember it at all times and not forget it. Structured output activities are important as they are considered as a transitional stage between Language input activities and communicative output activities through which learners find more opportunities to practice language with the teacher' guidance and instructions.

They are also indispensable since they are targeted to make learners gradually autonomous.

The study concluded that the practice of speech and the target language has a significant impact on learning the English language, and these activities affect the students' desire to learn.

A teacher's determination, focus, and competence contribute to students' learning, as well as the encouragement and sense of progress that must also come from the teacher.

Attention is a vital and important component of the learning process. It is necessary to take into account the role of teachers in increasing students' attention and to identify the factors that affect interest. There are also no differences between the means of fields and the role of teachers in drawing the student's attention.

However, there are differences between the teacher's method and its reinforcement in favor of the teacher's method.

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