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**Language Input Activities and Structured Out Put Activities
of Speaking Skills: Comparative Study**

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English in Partial Fulfillment of the Requirements for the Bachelor Degree in
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بسم الله الرحمن الرحيم

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Dedication

I would like to dedicate this research to : People who have helped and supported me so much ...My Family , my Friends and my Supervisor

Acknowledgement

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Abstract

This paper aims to conduct a thematic study on the Language Input Activities and Structured Out Activities of Speaking Skills. This research paper consists of four chapters. The first chapter consists of the introduction, Chapter Two deals with literature review about language input activities and structured output activities, and Chapter Three deals with comparison between language input and structured output. Chapter Four deals with the conclusion of the study.

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Chapter One

Introduction

1.1 The problem:

In speaking skills, The goal of teaching speaking skills is communicative efficiency, to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. In this research paper we are going to answer the following questions: Is there any correlation between the two types of activity? and how that correlation is?

1.2 Aim of the study

The study aims at clarifying the difference between language input activities and structured output activities.

1.3 The hypothesis

There is a correlation between language input activities and structured output activities.

1.4 The limits of the study

This research paper is specific and is limited to language input activities and structured output activities in speaking skill.

1.6 The Value of the study

It is hoped that the present study will be of some theoretical value to those who are interested in language input and structured output in speaking skill.

1.5 The procedures

The procedure followed in the study include:

- 1_ Presenting a theoretical framework about language input activities.
- 2_ Presenting a theoretical framework about structured output activities.
- 3_ Identify the difference between language input activities and structured output activities.

Chapter Two

Literature Review

2.1 Introduction

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. Language learners must have opportunities to produce output in order to gain fluency and accuracy.

Al-Rifai(2012:55)

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.structured output.

Lee and VanPatten(2003)

2.2. Language input activities

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to

say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).in the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Al-Rifai(2012:55)

Input (in language learning) language which a learner hears or receives and from which he or she can learn. The language a learner produces is by analogy sometimes called output.

Richards(2010:286)

2.3 Structured Output Activities

Output language produced by a language learner, either in speech or writing.Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across.Accuracy is not a consideration unless the lack of it interferes with the message.In a balanced activities

approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Richards(2010:416)

Structured output activities can form an effective bridge between instructor 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.

Al-Rifai(2012:62)

Chapter Three
Comparison between language Input
Activities and Structured Out Activities

Teachers provide massive language input, as does audio and video material both inside and outside the classroom, whether from TV and radio or from the internet. Students are exposed to a variety of reading texts both in the classroom and, if they are so minded, when they read extensively away from their lessons. They may also interact with other English speakers inside the classroom and outside. Such input and feedback can take various forms. Some of it comes from ourselves, whether or not we are language learners. We modify what we write or say as we go along, based on how effectively we think we are communicating. Feedback also comes from the people we are communicating with. In face-to-face spoken interaction, our listeners tell us in a number of ways whether we are managing to get our message across. When we are talking on the phone, listeners can question us and/or show through their intonation, tone of voice or lack of response that they have not understood us.

Harmer(2014:298)

accuracy and fluency are considered the main speaking skills. They include other sub-skills. Accuracy, for example, comprises using correct pronunciation, grammar and vocabulary. Fluency involves ; competence in language usage, (listening, comprehending, responding, and communicating effectively), language production using markers in spoken discourse, (introducing an idea, developing an idea, transition to another idea, concluding an idea and emphasizing important information), asking for information and making suggestions, making comparisons, planning and organizing information and reacting to others.

(Al- Maghrebi,2014)

3.1 Language Input Activities

Inputs ensure that it is possible to deliver the intended results of a project. Activities. Activities on the other hand are actions associated with delivering project goals. In other words, they are what your people do in order to achieve the aims of the project.

3.1.1 Dialogue

Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc. The teacher should explain dialogue and new words, organize dialogue among students, and select appropriate dialogue in terms of word difficulty and dialogue length. Teachers play a significant role in stimulating interaction and developing speaking skills.

AL_Hamash(1985:125)

The roles are as follows:

A- The teacher must be fluent and accurate in spoken elements of language so as to be a role model for the learners.

B- The teacher asks questions to stimulate learners to practice the target language. Throwing questions and compelling them to answer something is one of the types of oral drills.

A_ Hello Ali

B_ Hello Ahmed

A_ How are you doing?

B_ Fine, thank you.

A_ Where are you going?

B_ To the library, will you come with me?

A_ I am sorry; I am going to submit my assignment.

B_ Okay, no problem. Can you come to my home this evening?

A_ Anything special?

B_ Yes, today is my birthday.

A_ Oh really, Happy birthday to you!

B_ Thank you. Don't forget to come.

A_ Okay, bye!

B_ See you

3.1.2 Grammar

The main aim of the teachers in teaching grammar is to teach the structure of the language systematically and make their students get good command over the language to produce the learned grammatical structures accurately when they use them in their real-life situations in either spoken or written form.

Richards(2010)

3.1.3 Reading passage

Teachers promote the development of reading skills by providing direct and explicit reading instruction that builds student mastery through scaffolded instruction and incorporates universal design for learning principles.

Al-Rifai(2012:69)

3.1.4 Pronunciation

Pronunciation refers to speaking a language with appropriate stress, rhythm and intonation and it should be taught scientifically. Good pronunciation in a speech is an ornament of a person and a passport to the cultured society. The reasons of defective pronunciation of the learners of EFL are –pronunciation discarded curriculum, absence of well pronounced teachers, and dearth of audio video aids, least listening environment and few difficult sounds. Common activities Drills, minimal pairs, and reading aloud are some of the activities to improve the pronunciation.

AL_Hamash(1985:95)

3.2 Structured Output Activities

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. Communicative Output Activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities,

Lee and VanPatten(2003).

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.

Husni Zahran(2004)

3.2.1 Dialogue

Dialogue (in language teaching) is a model conversation, used to practice speaking and to provide examples of language usage. Dialogues are often specially written to practice language items, contain simplified grammar and vocabulary, and so may be rather different from real-life conversation. Students' role in dialogue is to work as pairs and participate. Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations.

Richards(2010:169)

3.2.2 Grammar

A student's role in learning grammar is when a teacher gives a rule from a specific subject. The student must give examples of that rule.

Lee.F.James(2003).

3.2.3 Reading passage

The student's role in reading is to read well and listen to the teacher on first reading. The student must pronounce words correctly and have accuracy and fluency.

Al-Rifai(2012)

3.2.4 Pronunciation

There are two types of pronunciation drills – recognition drills and reproduction drills. The learners are firstly given a chance to recognise the sound and then they are asked to produce the sounds. Audio aids like a record player can also be used for this purpose.

AL_Hamash(1985:98_100)

Chapter Four

Conclusion

This paper investigates the correlation between the language input activities and structured output activities in speaking skill in classroom, and tries to identify the language input activities and structured output activities individually by mentioning their most activities that are used in classroom, also making comparison between language input activities and structured output activities in the role of teacher and learner in grammar, reading, dialogue and pronunciation. and the hypothesis is confirmed.

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