Topic 8

Teaching Speaking

Aims

- What are the differences between *spoken* and *written* language?

- What are the principles for teaching speaking?

- How can we *design* speaking activities?

- What are the typical types of speaking activities?

- How to *organize* speaking activities?

Differences between Spoken and Written Language   *W or S*

1. *a* It is generally produced in complicated sentence structure. **W**

   b It is generally produced in fairly simple sentence structure. **S**

2. *a* It is always produced in complete sentences. **W**

   b It is sometimes produced in incomplete sentences. **S**

3. *a* It is generally produced in informal, simple or common vocabulary. **S**

   b It is generally produced in more formal, more precise, less common vocabulary. **W**

4. *a* It is produced with correct grammar and good organization. **W**

   b It is characterized by broken grammar, false starts, hesitation, filler, etc. **S**

Differences between Spoken and Written Language   *W or S*

5. *a* It is produced with little or no repetition or redundancy. **W**

   b It is produced with a high proportion of repetition or redundancy. **S**

6. *a* Its organization is largely unplanned. **S**

   b Its organization is generally planned. **W**

7. *a* It has a high density of information. **W**

   b It has a low density of information. **S**

8. *a* It is context dependent (It is comprehensible even without background information). **W**

   b It is context independent (Background knowledge is necessary to understand exactly what is being expressed). **S**

Listening and Speaking

Agree/Not sure/Disagree

- Oral communication is a two-way process between a speaker and a listener.

- Misunderstanding or poor understanding in listening may lead to breakdowns in communication.

- Speaker and listener are constantly changing roles in conversations.

- Speaking involves responding to what has been heard.

- Our ability to understand is more extensive than our ability to speak.

Features of Oral Communication

Yes/NO

Yes

1. Neither the content nor the amount of what is said is specified in advance.
2. It is a two-way process between speaker(s) and listener(s).
3. There is some response from the receiver.
4. The speakers change from time to time (take turns).
5. The verbal message is often accompanied by a non-verbal message.
6. It consists of both short and long turns.
7. It allows hesitation and pause.
8. It contains fillers (e.g. "er"……, "um"……, "uh").
9. It involves false starts and repetitions.
10. It requires appropriateness in degree of formality, the topics, selection of vocabulary, etc. to the status, age and gender of the speakers and the situation.

Common Features of Spoken Language

- **Using less complex syntax**
- **Taking short cuts, e.g. incomplete sentences**
- **Using fixed conventional phrases/chunks**
- **Using devices such fillers, hesitation devices to give time to think before speaking**

Language and Communication Techniques

Considerations	Always	Sometimes	Rarely	Never
1. Is my pronunciation correct?				
2. Is my grammar correct?				
3 Did I choose the right words?				
4. What is the appropriate collocation of this verb/noun?				
5. What should I do to encourage the conversation to go on?				
6. Should I show support and understanding to other speakers now and then?				
7. How do I start the conversation?				
8. What should I say to end the conversation?				
9. Where should I put my hands and how should I stand?				
10. Should I ask other speakers to join in?				
11. Is the topic I chose appropriate to everyone?				
12. How should I make my request sound polite?				

Language and Communication Techniques

- More focus on linguistic aspect or on communication techniques?

- More worry about using correct language or about how we are managing or organizing the communication?

Communication techniques

are also

important!!!

Communicative Functions &Techniques

- Give permission
- Complain and apologize
- Make requests
- State intentions
- Ask for and offer help
- Make suggestions
- Give instructions
- Ask for information
- Describe a sequence of events
- Make/accept/refuse invitations
- Indicate and ask about likes and dislikes
- Make arrangements involving time and place
- Ask for and give advice and opinions
- Express possibilities and certainties
- … …

- start and end a conversation
- hesitate
- draw the attention of others
- interrupt others
- bring other people in
- keep the conversation going
- prevent interrupting
- check understanding
- ask for repetition or clarification
- avoid silence
- show understanding
- … …

Principles for Teaching Speaking

- Balancing accuracy-based with fluency-based practices
- Contextualizing practice
- Personalizing practice
- Building up confidence
- Maximizing meaningful interactions
- Helping Ss develop speaking strategies
- Making the best use of classroom learning environment to provide sufficient language input and practice for the Ss

Designing Speaking Activities

What should be expected in a speaking activity? Y/N

1. Is an extensive knowledge of grammar necessary for learning spoken English? (N)

2. Is an extensive vocabulary necessary for learning spoken English? (N)

3. Should we expect our students to produce accurate language every time they speak? (N)

4. Should we expect our students to begin speaking in English when they first learn the language? (Y)

5. Should we encourage our students to plan fully everything they are going to say before they participate in a conversation? (N)

6. Should we encourage our students to participate more in conversations which involve more than one person than preparing one-person speeches? (Y)

7. Should we encourage our students to respond to what the teacher or their classmates say whenever they feel like it rather than sit there and listen passively? (Y)

8. Should we focus our students' attention only on verbal communication and ignore non-verbal communication.? (N)

9. Should we make our students aware of the role such features as the age, sex, and status of the participants play in a conversation, as well as the time and place it takes place, and how these affect the styles of speaking? (Y)

Designing Speaking Activities
Common Characteristics in Successful Speaking Tasks

- ## Maximum foreign talk
  --- Ss talk a lot in English; no native language; less TTT

- ## Even participation
  --- get all Ss involved; not dominated by a few talkative Ss

- ## High motivation
  --- Ss are interested in topic and eager to speak with clear objective and share their information in appropriate task for Ss' level

- ## Right/Acceptable language level
  --- Ss speak with appropriate accuracy and fluency, new language is comprehended and incorporated in their production

Designing Speaking Activities
A Speaking Syllabus

Vocabulary

Topic

What exactly should you teach your students in oral classes?

Grammar

Conversation Technique

Function
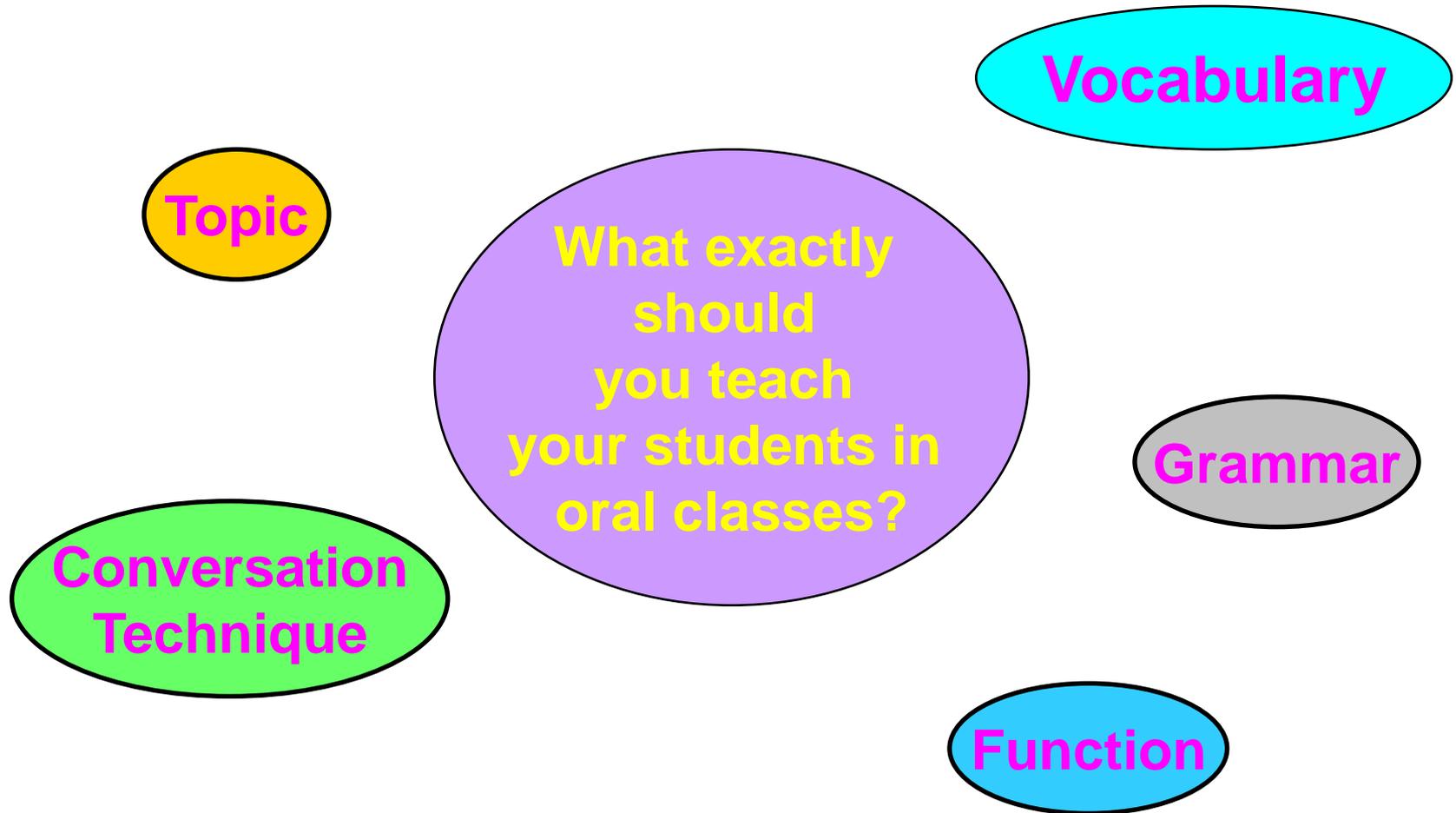
Designing Speaking Activities
A Speaking Syllabus

Li Lei: Sam, what are you going to do tomorrow?

Sam: Nothing much. Why?

Li Lei: We're going to watch a football game. Would you like to come to?

Sam: I'd love to! What kind of football, American or soccer?

Li Lei: Soccer. But we don't call it soccer in China. We call it football.

- Topic: ?
- Grammar: ?
- Vocabulary: ?
- Pronunciation: ?
- Function: ?
- Communication technique: ?
- Non-verbal communication: ?
- Cultural information: ?

Designing Speaking Activities
A Speaking Syllabus

- Topic: ? (E)
- Grammar: ? (C)
- Vocabulary: ? (B)
- Pronunciation: ? (D)
- Function: ? (A)
- Communication technique: ? (G)
- Non-verbal communication: ? (F)
- Cultural information: ? (H)

A. Making an invitation (Would you like to come?) and accepting an invitation (I'd love to).

B. Football game, American football, soccer.

C. The usage of "to be going to do something"

D. The linkage of a consonant with a vowel sound ("what are", "would you")

E. Sports (football)

F. Facial expressions, hand movements, etc. (demonstration by teacher)

G. Making a pre-invitation before the real invitation (what are you going to do tomorrow?)

H. How the word "football" is understood by Chinese learners of English and by Americans.

Designing Speaking Activities

Considerations

1. **design**

2. **language input**

3. **language output**

4. **information input**

5. **information output**

6. **interaction**

7. **Interest or involvement**

8. **feedback**

A. Is the content of the activity relevant to students' lives? Do they have plenty to say about their own feelings or opinions? Does the activity involve competition, problem-solving?

B. Can students make full use of the newly learned language items in their activities?

C. What roles are students expected to play and how should they play them?

D. How long will the activity take? Is the activity easy to mange?

E. Is any new information built into the speaking activity? Can students learn about new things besides the language itself?

F. What language items are students expected to learn?

G. Can students get the teacher's or their classmates' comment at the end of the activity so that they not only have an information-focused outcome but also know what they did well and in what they still need improvement?

H. What is the purpose of the activity? Is there a result, solution, answer requested at the end of the activity which is information-focused, not language-focused?

Types of Speaking Tasks

- **Pre-communicative activities**

  --- structural activities

  --- quasi-communicative activities

- **Communicative activities**

  --- functional communicative activities

  --- social interaction activities

-   controlled activities

    semi-controlled activities

    communicative activities

Speaking Activities: *typical speaking activities*

b. Role play

a. repetition

c. Gapped dialogue

d. Use picture to make up stories

g. Prompted dialogue

e. drills

i. discussion

f. game

Speaking activities

j. Read and act

h. Match expressions in two columns to make a dialogue

m. Scrambled dialogue

n. Interviews using a questionnaire

l. Make up a dialogue in a given situation

k. Information gap

Speaking Activities
Control-communication continuum

Put speaking activities along the control-communication continuum

a.   **i.**

Control |————————————————————————————| Communication

Speaking Activities
Control-communication continuum

Control ————a———————c—j m——g———l—n———i—— Communication
        e   h h   d   b
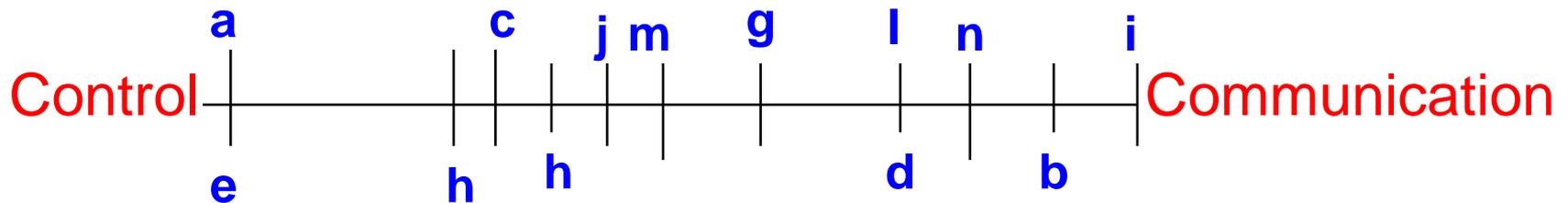
Where is *f. games* to put on?

Where is *k. information gap* to put on?

Where is *j. read and act* to put on?

Speaking Activities
Accuracy-fluency continuum

Put speaking activities along the accuracy-fluency

continuum

Accuracy ———————————————————— *Fluency*

Speaking Activities
Accuracy-fluency continuum

a   c   j m   g   l   n   i

Accuracy   Fluency

e   h   h   d   b

Control   Communication
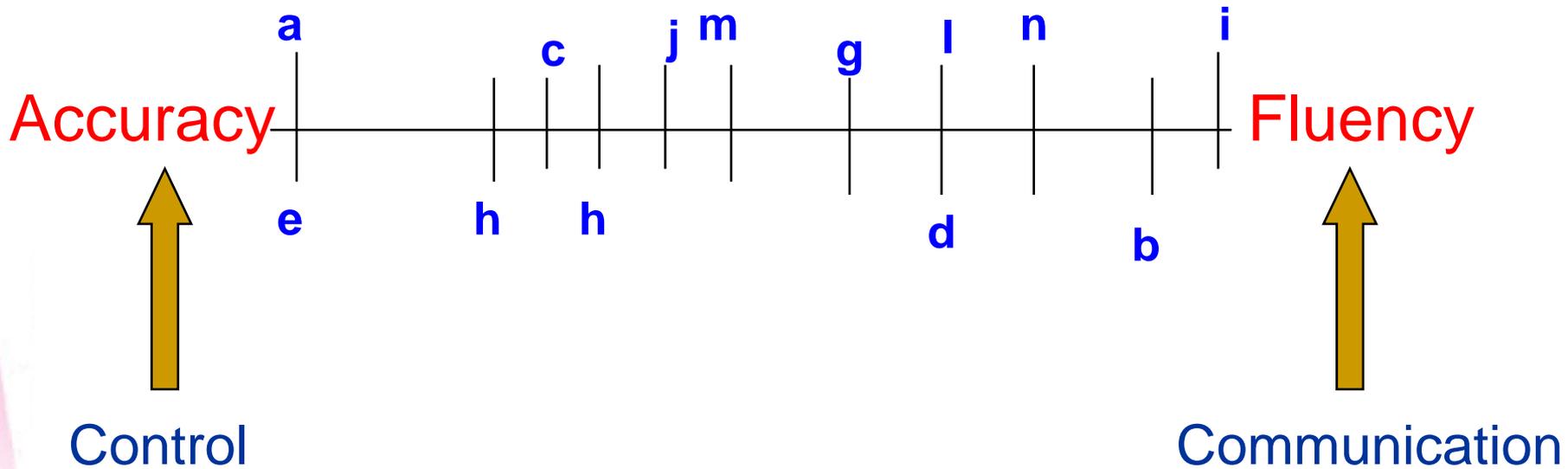
Teaching Model in Speaking Class

Speaking

Presentation

Practice

Production

Teaching Model in Speaking Class

In speaking class:

- The presentation stage is to *present* the new language to the Ss in *meaningful contexts* and make sure they understand *what it means* and *how it is used.*

- The practice stage is for the Ss to *practice* this new language, first in a very controlled way and gradually adding more of their own language to it.

- The production stage is for the Ss to *use* the language *freely*, incorporating it in what they already know.

Presentation -- Dialogues

- **How do you present a dialogue?**

Dialogue A

Kate: Hello, 7-5-4-double 6-2.

Li Lei: Oh, hello. Could I speak to Jim, please?

Kate: I'm afraid he's out at the moment. He's at the cinema. Can I take a message?

Li Lei: Yes. Could you ask him to call me, please?

Kate: Sure! What's your name, please?

Li Lei: Li Lei.

Kate: Could you spell that , please?

Li Lei: L-I, Li. L-E-I, Lei. My telephone number is 6-7-duoble 8-3-4.

Kate: 6-7-duoble 8-3-4. Right.

Li Lei: Thanks a lot. Bye.

Kate: Bye.

- **Five different presentations**

Presentation -- Dialogues

- **Fragment A:**

The presentation goes through the following procedures:

1. The teacher asks the students to read Dialogue A after him.

2. The teacher asks the students to read the dialogue in pairs.

3. The teacher introduces the structure "Could you… please" from the dialogue and asks the students to translate sentences on this model into Chinese.

4. The teacher asks several pairs to read the dialogue in class.

5. The class goes on…

Presentation -- Dialogues

- **Fragment B**

The presentation goes through the following procedures:

1. The teacher introduces the structure "Could you… please" and drills the students by giving cues.

    E.g. *The teacher: "Call me."*

    The students: "Could you call me, please."

2. When satisfied with the students' performance, the teacher asks the students to read Dialogue A in pairs.

3. The class goes on…

Presentation -- Dialogues

- **Fragment C**

The presentation goes through the following procedures:

1. The teacher asks the students to read Dialogue A in pairs.

2. The teacher asks questions based on the dialogue. The teacher would like the students to discover the usage of "Could you…please" and the opening and ending of a telephone dialogue by answering these questions.

   a. How does Kate start the dialogue and how does Li Lei respond?

   b. How does Li Lei end the dialogue and how does Kate respond?

   c. How does Li Lei ask for the person she wants to speaks to?

   d. How does Li Lei make the request to have Kate ask Jim to call her?

   e. How does Kate ask Li Lei to spell her name?

3. The teacher asks the students to read Dialogue A again in pairs.

4. The class goes on…

Presentation -- Dialogues

Fragment D

The presentation g[...]

1. The teacher has pre[...]
   two pairs of good st[...]
   and then he asks t[...]
   are required to id[...]
   is shown below:

Dialogue B
Kate: 7-5-4-double 6-2.
Li Lei: Jim, please?
Kate: He's out at the moment. He's at the cinema. Can I take a message?
Li Lei: Ask him to call me, please?
Kate: What's your name?
Li Lei: Li Lei.
Kate: Spell that .
Li Lei: L-I, Li. L-E-I, Lei. My telephone number is 6-7-duoble 8-3-4.

2. After the students pick out Dialogue A are the polite dialogue, the teacher asks the pairs to read the two dialogues again and the other students to note down what makes Dialogue A sound more polite.

3. The teacher writes down the students findings on the blackboard:

   *Use "Could you" and "please": e.g. ... …

   *Use greetings at the beginning and goodbyes at the end: e.g. … …

   *Respond to what the other speaker says: e.g. …Can I …? Yes/Sure

   *use "thank you": e.g. … …

4. The class goes on……

Presentation -- Dialogues

- **Fragment E**

The presentation goes through the following procedures:

1. The teacher tells the students that they are going to work in pairs and make telephone calls. Then the teacher asks Student A in each pair to face the front of the classroom and Student B the back of the classroom.

2. The teacher asks all **Students As** to read the information on the front blackboard: *You call your friend Jim and find that he is not at home. Ask his sister/brother to take a message telling Jim to call you. Your number is:678834*. The teacher asks all **Student Bs** to read the information on the back blackboard: *You are at home. Your brother Jim is out. Someone will call you looking for Jim. Tell him/her that Jim is out and ask if you can take a message. Ask for the caller's name and telephone number.*

3. When students on both sides are ready, the teacher removes the information from the blackboards and asks students to face each other.

4. The teacher asks each pair to start their telephone conversation. Student B have to start first.

5. When the students have finished the pair work, the teacher asks them to open the book and read Dialogue A. The teacher also asks the students to compare Dialogue A with the dialogue they just did and decide which one sounds more polite and what makes it sound more polite.

Presentation -- Dialogues

- **Fragment E**

The presentation goes through the following procedures:

1-5: … …

6. The teacher asks the students to listen to and read Dialogue A again and identify the relationship between Kate and Li Lei by raising questions like:

   a. Do Kate and Li Lei know each other?

   b. Where is Kate now?

   c. How old could they be?

   d. In what way does their relationship affect the formality of their conversation?

7. Same as 3 and 4 in Fragment C

Presentation -- Dialogues

- **Questions:**

1. What language items do these lessons aim to teach?
2. How is the structure "Could you…please" introduced in the five fragments? Which one(s) has the most students' involvement in discovering this structure as a polite device?
3. In what respects does Fragment C differ from Fragment D?
4. In what respects does Fragment C and D differ from Fragment E?
5. Which fragments are presented in inductive way? Which ones in deductive way?

Presentation -- Dialogues

- In presenting the new structural item, we should primarily try to achieve two things:

1. to establish the form. That is to enable the students to recognize the new structure well enough to be able to produce it themselves – to supply clear models to the structure.

2. to establish the meaning which means to make absolutely clear the usage of the structures, so that when the students produce them, they know what they are saying – to present the models in readily understandable situation: acting it live in the classroom; using some true statement which is known by the students; using a fictional situation (such as events or a state of affairs in a picture or a text.)

Presentation -- Dialogues

- Different ways of presenting new language

  * Presentation by example and explanation

  * Presentation of an oral model contextualized in a situation

  * Presentation through role-play

Practice & Production

Controlled & accurate

↓
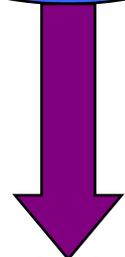
communicative & fluent

Speaking Activities
Error Correction

- Make immediate correction
- Ignore it completely
- Delay making corrections until the end of the activity or class
- Encourage Ss to formulate their own judgments on whether they have made mistakes and ask for corrections from the error-makers, other students, a group of Ss or the whole class
- Make concrete suggestions for improvement or ask Ss for advice for improvement
- Test for efficacy of the corrections
- Help Ss to see why they have made such mistakes
- Correct mistakes that are common to everyone and deal with individual problems separately

Problems with Speaking Activities

Problems:

- **Inhibition**
- **Nothing to say**
- **Low or uneven participation**
- **Mother-tongue use**

Solutions:

- **Use group work**
- **Base the activity on easy language**
- **Make a careful choice of topic and task to stimulate interest**
- **Give some instruction or training in discussion skills**
- **Keep students speaking the target language**

Criteria for Successful Speaking Activities

- **Rehearsal:** Taking part in speaking activities in class should give learners a chance to rehearse what they need to do outside the classroom. For example, having learners take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom: it is a way for students to "get the feel" of what communicating in the foreign language really feels like.

- **Feedback:** speaking tasks where students are trying to use the language they know provides feedback for both teacher and students. Teachers can see how well their class is doing, and what language problems they are having. Students can also see how easy or difficult they find a particular task to do, and what they need to do to improve. Speaking activities can also give learners enormous confidence and satisfaction, and, with sensitive teacher guidance, can encourage learners to improve.

- **Engagement:** Good speaking activities can and should be highly motivating. If all students are participating fully, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, and so on) are intrinsically enjoyable.

Organizing Speaking Tasks

- Providing a chance for Ss to speak and make them speak

- Minimize teacher's talk and maximize Ss' opportunity to speak

- Reflect the features of oral communication

- Pairwork/ Groupwork (how to pair/group?)