Teaching to Speak

Выполнили: студентки группы АНБ-511

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The aim of this module

- To make you think about speaking as a skill

- To present a variety of techniques to teach speaking

- To reflect upon the ways of teaching to speak

What do you have to do in this unit?

- Warming up discussions

- Input reading

- Exploratory and self-exploratory tasks

- Micro-teaching with observation

- Integrated task

Input reading 1
Warming-up discussion 1.1

Complete the grid below indicating the real world situations, in which it is necessary to speak.

Situations for Speaking
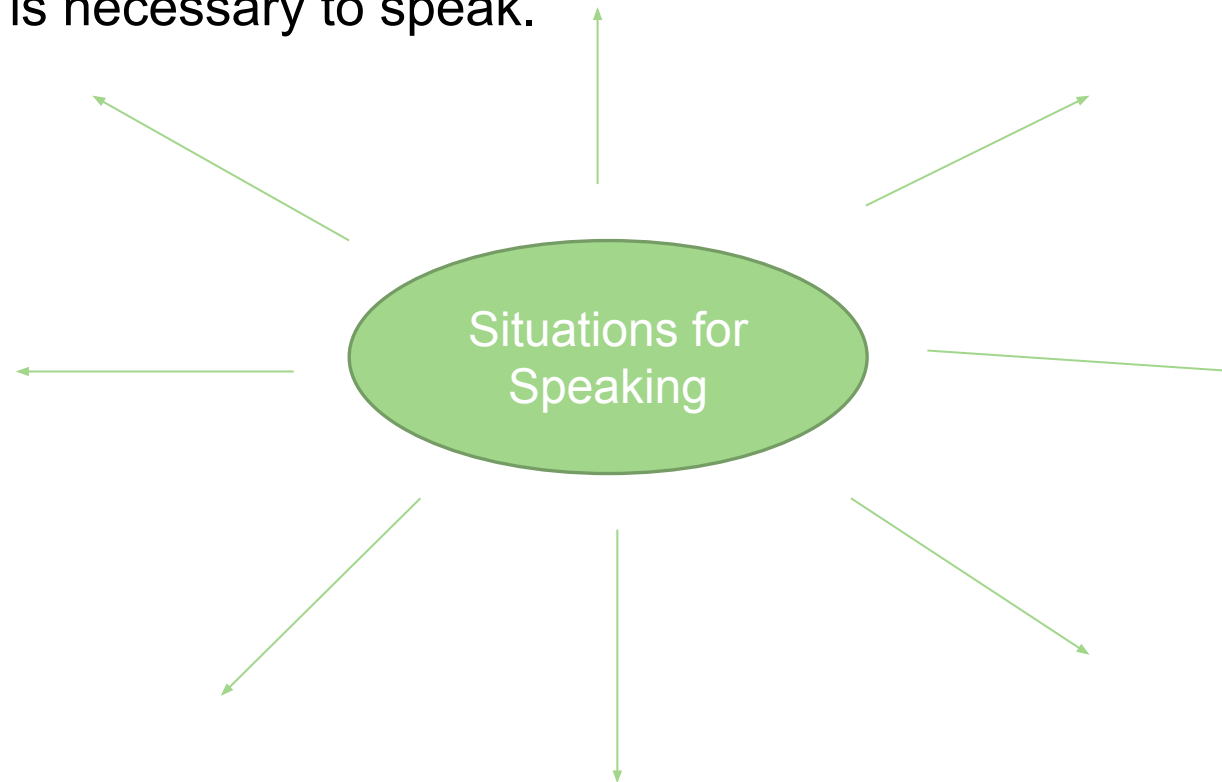
Speaking as a skill

Speaking is a skill on oral communication consisting in sending an oral message (Bygate, M. 1987. Speaking. OUP). Speaking is an integral part of oral conversation. There are certain genres of oral conversation i.e. typical types of oral performances in typical settings with the typical and highly predictable features (genres of oral conversation can be found in R.Carter and M.McCarthy. Exploring Spoken English. CUP. 2017).

Among the genres of speaking are **description** (telling the details to an active listener), **narration** (telling the development of events to an active listener), **reasoning** (telling one's train of thought to an active listener), **identification** (talking about one's likes and dislikes) Other genres are **language-in-action** (people doing things and talking), **comment** (opinions and angles of view), **service encounters** (buying and selling of goods and services), **debate and argument** (seeking a solution and pursuing one's point), **learning** (use of language in learning) and **decision-making** (people working towards decision). The ability to perform these genres is a proof of the skill level. This is how the language is used in everyday life.

Exploratory task 1.1

Study the list of speaking genres, indicate real world situations where these genres can occur. Some examples have been given to you.

Genre	Situation
• Description	
• Narration	Telling a tale to a child
• Reasoning	
• Identification	
• Language-in –action	
• Comment	
• Service encounters	
• Debate and argument	
• Learning	
• Decision making	

Exploratory task 1.2

In the process of communication a speaker performs the necessary **communicative functions (information request and providing information, saying rituals of greeting and others, expressing imagery and feelings, controlling other people's behavior).** A speaker can use conventional phrases without much meaning in them (e.g. How are you?). Speakers can use plain or metaphorical language ("If you don't obey, you'll get in the neck!) to be more expressive.

Check your ability to perform the following functions

Oral functions	Language samples
Providing information • **Confirmation** • **Denial** • **Promise** • **Rhetorical question** • **Description** • **Narration** • **Reasoning**	
Ritualizing • **Greeting** • **Farewell** • **Congratulation** • **Invitation** • **Condolence**	
Controlling other people's behavior • **Approval** • **Disapproval** • **Blaming** • **Apology** • **Warming** • **Threat**	

Exploratory task 1.3

Study your own style of oral speech. Mark the following statements as "true" or "false" as referring to yourself. Describe your communication style. Find among your peers a person with the same oral style as yourself.

Statements	T F
1. I am a blunt person 2. I criticize people 3. I rarely admit I am wrong 4. I can gossip about a mutual friend 5. I compliment people 6. I use rude language at least sometimes 7. I like to talk about myself 8. I am a good listener 9. I push forward my ideas 10. I talk a lot 11. I don't mind talking about a situation where I was embarrassed, humiliated and so on	

Planning and producing oral speech

The process of speaking starts before the actual moment when the articulation starts. A great deal of planning in the process of speech production is done during **speech hesitation pauses.** Hesitation pauses occur mostly before most important parts of utterance where it is necessary to think hard of what to say (Goldman-Eisler, F. cited in Aitchison, J.2018. The Articulate Mammal. An Introduction to Psycholinguistics. L. N.Y. P. 239). Speakers do not deal with one meaningful chunk of speech at a time. Instead, speakers begin planning the next meaningful clause while uttering the present one.

Oral speech is addressed to the audience. It is time-bound, spontaneous, interactive, exists in real time, is accompanied by non-verbal features, gives an opportunity to rethink and repair, employs phonetic means such as timbre (Aitchison, J.2015. The Articulate Mammal. An Introduction to Psycholinguistics. L. N.Y. P. 240-251). This makes oral speech different from written language.

Exploratory task 1.4

How will you repair the following conversation making it more organized for writing? Who are the participants and what are they talking about?

Original utterance	Repaired version
• *What age did you start it?* • *From ten to eleven* • *And gave up?* • *About a year ago* • *Why?* • *It's all like … all the posters you see about…and you know … it gives you … lung cancer … and all that …* • *How did you do it?* • *Just gradually … went off them … stopped buying my own … started cadging them first …then by the time …just give … gave them up after a while …*	

(Tip: This is an interview with a fifteen year old who has given up smoking)

Oral speech produces a **discourse**. Oral "discourse" is a continuous stretch of spoken language acquiring its meaning in the **context** and understood only if we know the **speakers' reality** (Nunan, D. 2017. Introducing Discourse Analysis. Penguin Books).

Discourse analysis produces distinction between **interactional and transactional function** of the language. The information-transferring function is called **transactional**. Transactional function of the language is **message oriented**. The purpose is to get things done. Examples are science reports, news stories, eye witness accounts to the police, a talk between a patient and a doctor etc. In all the cases it is necessary to extract the salient details, to sequence and to present them to the listener or to the audience. This function is performed for "bringing the message across" and for "getting things done".

Other types of conversation are different. People chat with each other for pleasure. They talk feeling comfortable and friendly towards each other. This function of the language is called **interactional.** Interactional function of the language is **listener-oriented.** The purpose is to "oil the wheels of communication". These talks are friendly dialogues (Brown, G and G.Yule.2017. Teaching the Spoken Language. CUP. P. 10-39)

Exploratory task 1.5

Match the following pieces of discourse with the types of "transactional" or "interactional" language.

Discourse samples	Types of discourse
1. … and with the acting in the film … you know … it really works well … it's a great script to start with … and all the jokes come through … very entertaining 2. … one thing that I like about my age is that you have a sense of proportion …less and less of these highs and lows as the teenagers have … 3. Young prodigies are of course not confined to music … take sports for instances such as chess or athletics …many of them miss a lot in their general education … their parents' expectations put them under stress as well … 4. … well … you can have lots of emotions … lots of love … and you can keep in your emotions and would let it out in little bits … it's all in your fancy and the more fancy you have the more romantic you are … 5. …in fact it's been estimated that up to 40% of all drugs prescribed in the USA are derived from rainforest resources. These resources have been used for centuries …	**A. Transactional discourse** **B. Interactional discourse**

Conversational discourse has certain typical features (Carter, R., and M. McCarthy, 1995. Language as Discourse: Perspectives for Language Teaching. London:Longman): **back-channels** (Uhum), **binomials** (Hit or miss), **discourse markers** (well… I mean…), **ellipsis** (Think so. Seen my glasses anywhere? Want another drink? Know where to go?), **fixed expressions** (A good time was had by all), **fronting** (To this man I dedicated…).

Other features are **heads** (That chap, he is…), **hedges** (He was… kind of …sort of), **tags** (She is nice. She is), **tail** (She is nice. Clare), **modality** (He could, probably…), **vague language** (Can you get me a sandwich or something?).

Conversational discourse uses **sound imitating words** e.g. The door went "bang", The flames went "Whoosh!" etc.

English conversational discourse often uses **"understatement"**, i.e. putting ideas in a milder form.

Exploratory task 1.6

In the space provided write the devices of the conversational discourse found

Discourse samples	Devices
1. It's depressing and … I mean … it can even go worse	
2. And it's to this purpose that he dedicated his entire life	
3. …absolutely crazy … just crazy to behave like that …	
4. I do feel a sense of responsibility … kind of feeling … that is … sort of … new to me	
5. He is the sort of driver that picks up speeding tickets and all that, you know	
6. And the moment I touched it went "whoosh!" and was gone	
7. He is not quite well mentally, sorry to say it I mean it's a real problem	

Speaking as a skill depends much on the **communication strategies** (decisions on how to achieve the communicative goal)**.** The list of communication strategies includes: **approximation, paraphrase, word-coinage, negotiation of meaning, time-creating devices (hmm), elliptical language, body-language, mime, changing the subject** (Mc.Donough, S. 1995. Strategy and Skill in Learning a Foreign Language. London. Bialystock, E. 2220. Communication Strategies. Oxford: Blackwell).

Exploratory task 1.7

Analyze the following conversation: (A man, woman and child are having dinner in a South Philadelphia diner). Answer "questions for analysis in the right column"

Conversation	Questions for analysis
Waitress: (to woman:) what're ya havin', dear ? Woman: I'll have the prime rib with baked potato. Waitress: How d'ya like the steak done? Woman: Medium rare. Waitress: On your salad? Woman: Blue cheese. Waitress: (to boy:) ok how 'bout you, sweetheart? Child: I'll have a cheeseburger with fries and a coke. Waitress: O—kay! (to man:) how `bout you, sir? Man: I'll have the spaghetti and meatballs. Waitress: On your salad? Man: Ranch. Waitress: To drink? Man: A glass of that .. you know… as usual. Waitress: O—kaaay, we'll get started on that.	What kinds of `standard' and `non-standard' speech is exhibited in the conversation? What kinds of address forms are used by the various participants in this conversation? In which order does the server address the others, and why? Why do some of the participants never use any address forms; do you see this as impoliteness, or a lack of deference on their part? What communication strategies are used by the participants?

In order to be successful in oral communication, one needs **communication skills.** Essential among them are "social skills" or skills in co-operating with people. Social skills are also known as **co-operative skills** i.e. an ability to communicate effectively in a clear and laconic way.

Exploratory task 1.14

Look at the picture on the left and give your partner commands to enable him/her to draw the same picture without seeing it. You are allowed to use the words such as "a straight line', "a curve", "on top", "down the middle" etc.

Input reading 2
Teaching to speak

Generally speaking there are **three major principles** (guiding rules) of teaching to speak. Teaching to speak is done through motivated **speaking for meaning.** Teaching to speak is done through **speaking for information.** Teaching to speak is done through **speaking for interaction.** (Littlewood, W. 1981. Communicative Language Teaching: an Introduction. CUP).

Communicative exercises in teaching to speak are organized as **information transfer** (extracting certain pieces of information from a non-verbal form e.g. a table, a graph, a map etc). Another type of exercises is **information gap** (information is conveyed from the person who possesses it to the one who lacks it). Information gap can take the form of a **jigsaw** (each learner has only some information, which is part of the whole and is to be brought together by means of oral communication) (Johnson, K. 2012. Five principles in a "communicative exercise type". Communicative Syllabus Design and Methodology. Prentice Hall. P. 163-175).

**Communicative techniques** can be isolated as shown below:

	Communicative techniques	
Non-reality techniques	Simulation techniques	Reality techniques
Preparation for the language	• Games • Information gap • Jigsaw • Information transfer • Role-plays • Discussions • Projects	• In-class socialization • Out-of-class socialization

Communicative games have a task, rules, participants, competition, winners (examples of communicative games can be found in Hadfield, J. 2017. Advanced Communicative Games. Nelson. Wright, A., M. Betteridge and M. Buckby. 2014. Games for Language Learning. CUP). Games can be classified as follows:

- Information gap games (the winner is the first who compiles together all the necessary information from other participants)
- Matching, contrasting and comparing games (fitting, exchanging, collating, spotting differences)
- Sequencing games (the winner is the first who does the correct sequencing),
- Guessing games (the winner is the first who does the correct guess, e.g. "Who am I?", wearing a sticky label on one's forehead and asking questions about oneself)
- Community games (popular past-time games like "crosswords", "dominos" or "bingo" with a language focus in mind),
- Attention games (the winner is the one who is most attentive in performing the tasks),
- Memory games (the winner is the one whose memory works best),
- General knowledge games (the winner is the best one at general knowledge quizzes
- Board games (a game organized between couples or groups of partners with a playing board, e.g. a grid and dice with a task in each box of the grid and the order of tasks determined by casting the dice)

Exploratory task 2.1

Run this typical "information-gap" activity and reflect on the procedure. *Student A is given the plan of an apartment. Student B has a blank sheet. Student A is to describe the plan of the apartment to student B without showing the sketch to him. Student B can ask comprehension-check questions. After the students have finished the task, the drawings are compared.*

Student A	Student B
Smaller bedroom **Sitting room** **Bigger bedroom** **Kitchen area** **Bathroom**	
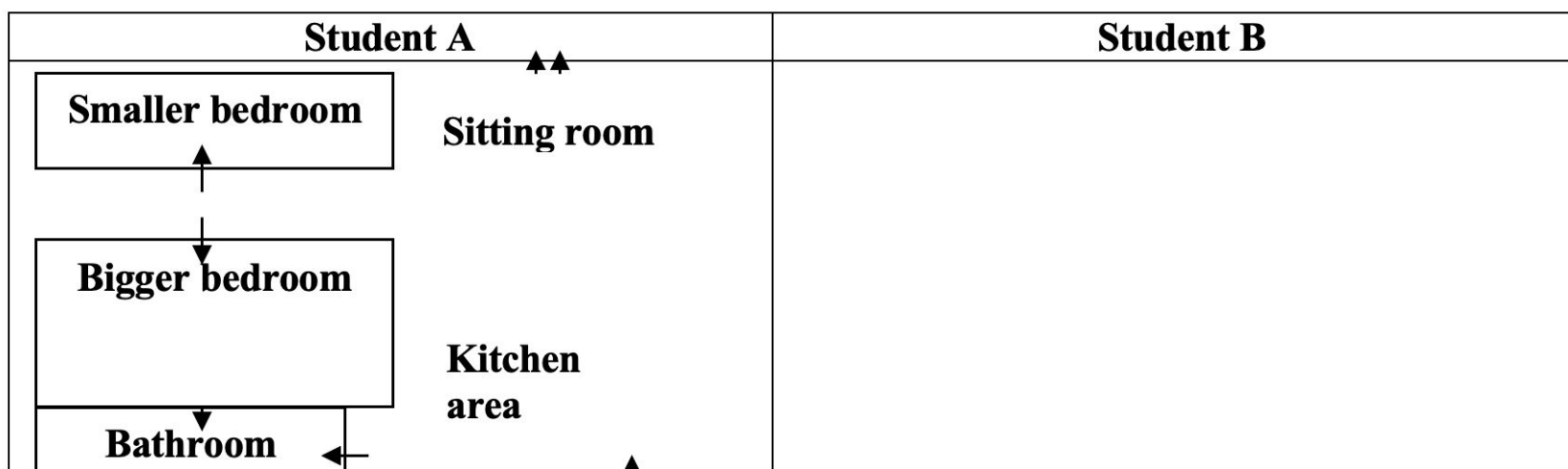
(Ideas borrowed from Watcyn-Jones, P. 1981. Pair Work – Student A Pair work – Student B. Penguin. P. 42)

Items of analysis	Comments
1. Motivation and involvement	
2. Challenge	
3. Useful language used	
4. Questions from the listener	
5. Degree of success in drawing the sketch	

Exploratory task 2.2

Run the "jig-saw" activity to practice speaking. Student A has a text, which is the beginning of the text for student B. The two texts complement each other. Without showing the texts to each the learners ask each other "Yes-No" questions (comprehension-check questions are allowed too e.g. "Do you mean to say that …?) and pool the whole information together. Reflect on the procedure.

Text A	Text B
British Prime Minister called for the modernization of the comprehensive system, encouraging "diversity" and innovative approaches to raising standards. This could mean the end of the traditional school day and the opening of classrooms around the clock – with schools offering out-of-hours classes for pupils and the wider community.	*Schools must be able to serve the particular needs of pupils who might excel at sport or music or drama. There are many children sitting in schools today with low ambitions but huge reserves of talent that have never been unearthed. Another emphasis is the importance of teaching modern languages at schools.*

Items of analysis	Comments
1. Clarity of instruction	
2. Motivation and involvement	
3. Challenge of the task	
4. Useful language	
5. Comprehension-check questions	
6. Time required to complete the task	
7. Degree of success	

Simulation activities

Simulation activities are replicating reality for language study purposes. Simulation can take the form of role-play and problem solving. Role-plays can be based on roles and scenarios (Porter Ladousse, G. 1987. Role Play. OUP). Discussions are usually based on problems and opinions (Ur, P. 2011. Discussions that Work. CUP).

Role-play can be described with at least four features: closeness (a plot can be very close to one's own experience or distant), situation (a situation can be very typical for every day or unlikely), realism (the circumstances can be realistic or imaginary), personality (the characters of the role-play can resemble the participants themselves or be alien to them) (After Byrne, D. 2016. Teaching Oral English. Longman. P. 117-118)

Role-play can be **controlled** (the participants are responsible for the language they use), semi-controlled (participants are partly expected to use the prescribed language), **free** (participants are responsible for the message not for the prescribed language, **small-scale** (lasting for a lesson or less) and **large-scale** (lasting for more than a lesson or perhaps for the whole term).

The steps of running a role-play in the lesson are shown by the graph

Choosing role-playing participants

Arranging communication setting

Distributing the roles

Selecting the language

Developing the plot

Acting out the role-play

Reflecting on the procedure (plot development, using the language, finding the resolution to the drama)

Exploratory task 2.3

The task is done in a group of three. This role-play has a "hidden agenda", i.e. the participants communicate in order to achieve a goal, which they never make explicit. Two participants act out a role-play according to the role-cards. The third participant is an observer and is to infer the "hidden agenda" from the overheard conversation (this participant should not see the role-cards!)

Card 1	Card 2
You have met your old school-mate whom you like as a person and probably once secretly loved. You desperately want to invite a person to a cup of coffee but feel very shy yet persistent	*Oh! An old school-mate! No time as always. This job pressure all the time. Will now invite me to lunch or at least to a coffee... I must be polite, friendly but firm …*

Discussion is a simulation of reality for study purposes with problem-raising task, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.

Discussion can be organized as **pyramid discussion**. It means that a problem task is given to pairs of students. Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out a single solution. Finally a single variant for the whole of the class is worked out (Jordan, R. 1990. "Pyramid discussion. ELTJ 44/1. P. 48).
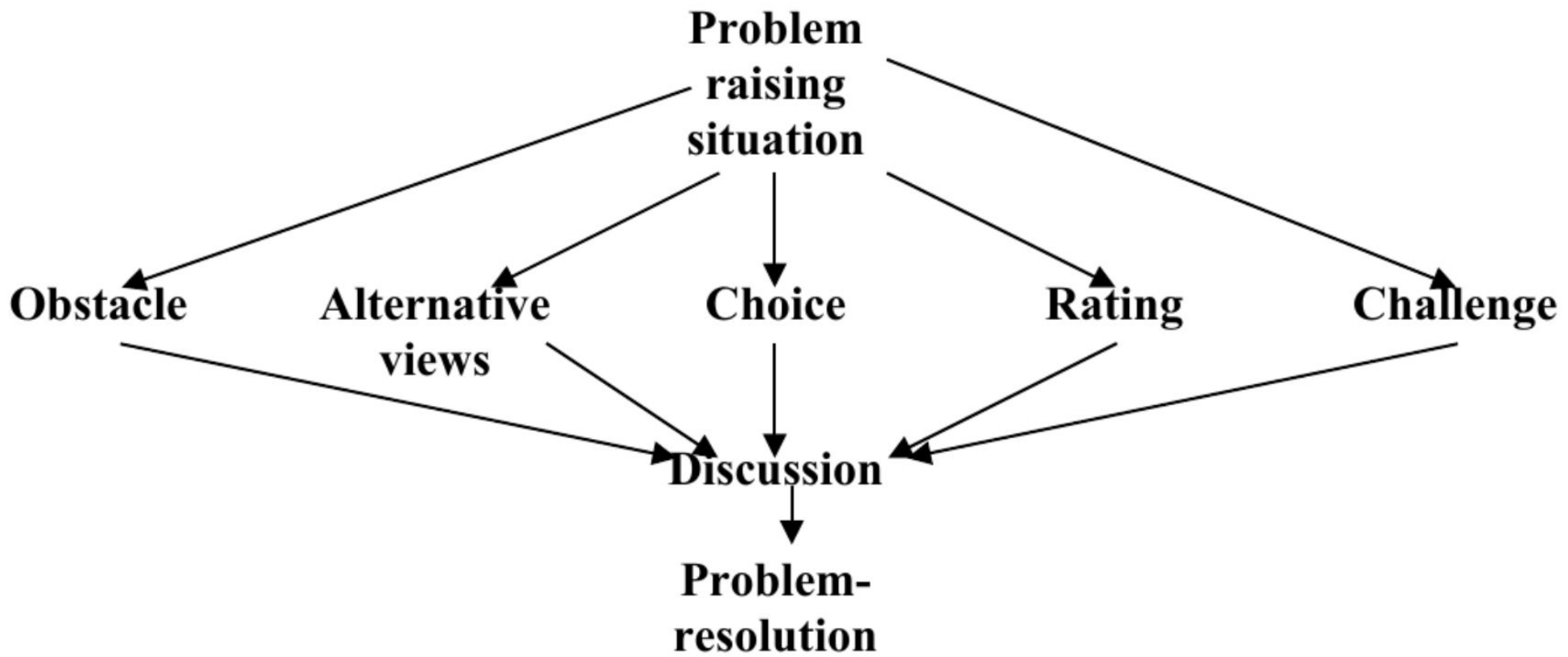
SAQ 2.1

Match the ways to set up a problem for discussion with the topics for discussion

Ways to organize a discussion	Topics
1. Obstacle to a desired goal	A. What makes business successful?
2. Alternative points of views	B. A portrait of a happy family
3. Choosing out of the alternatives	C. Is violence justified?
4. Rating the items	D. Sleeping rough
5. Situation of life challenge	E. How to remain happy?

Exploratory task 2.4

Students comment on the following proverbs and sayings that have the word "love". After the activity the evaluation form is completed (1- no, 2 – in a way, 3 – yes)

Proverbs	Comment
1. One cannot live and be wise	
2. Love is blind	
3. Love me, love my dog	
4. Love will find a way	
5. Money can't buy you love	

(Adapted from Ramsey, G. and H. Rees-Parnall. 1996. Well Spoken. Longman. P.13)

Evaluation statements	1	2	3
A. The task motivates the discussion			
B. Students produce long speech turns			
C. Students use topical vocabulary			
D. Grammar is adequate			
E. Students interact in the debate			

Exploratory task 2.5

The participants choose from the first three cards. They read the opinions, comment on them, debate with each other and go to the next card as prompted. At the end the participants discover whether they know American law on wearing seat belts in the cars or not

1 Drivers must wear safety belts Go to card 4	2 Drivers may wish to wear safety belts Go to card 5	3 Drivers may not wear safety belts Go to card 6
4 Drivers must take care of their and passengers' lives Go to card 7	5 Drivers can decide on whether to protect their lives with belts or not Go to cart 8	6 Drivers are not obliged to protect their own and passengers' lives Go to card 9
7 Police will ticket the driver without a safety belt Go to card 10	8 The police will only stop the driver for speeding up Go to card 11	9 A driver can't be punished for not wearing safety belts Go to card 12
10 Ticketing drivers for not wearing safety belts is against USA law Go to card 13	11 If the car is pulled over, the driver can be ticketed for no safety belt Go to card 14	12 If the car is pulled over, the driver is ticketed for speeding up only Go to card 15
13 You should know USA law better Read the driving code	14 You know USA driving code Safe ride!	15 You should know USA law better Read the driving code

Evaluation form
Presentation
Presentation is a structured individual or group talk made for the audience. Presentation is done in the following **stages**: introducing the subject and the team, performing the scenario of the presentation, receiving feedback. There are certain **presentation techniques** to keep the audience interested during the performance

Items of evaluation	Yes or No
• Language goal (what language is to be learned) is clear	
• Instruction to the activity is concrete	
• Language of the activity is comprehensible	
• The procedure is motivating and interesting	
• The activity is mind-broadening	
• The activity fits well within the time limits	
• I will use this type of running discussions with my learners	

Exploratory task 2.6

Choose the subject of your own presentation and give examples of how you are going to keep the audience interested

It is often useful to give the learners the **cues,** from which they can speak. Types of cues in a variety of speaking tasks include **cards, notes, table of data and graphs, mind-maps, plans.**

Techniques	Examples
• Ruin expectations of the audience • use examples • Show illustrations • Ask the audience for feed-back • Encourage the audience to think • Contrast views • Modulate your voice • Highlight the message • Close down effectively	

Exploratory task 2.7

Speak from the following cues and say which cue you liked most of all and why.

Cue 1

You want to sell the old computer that is actually in good condition. Sound enthusiastic. Describe what successes you have achieved working with this PC. Describe how nice this small screen is. The keyboard thought old is very soft. The computer memory is limited but it is much bigger than human memory. The machine is slow but you have time to stop and think instead etc

Cue 2

You want to speak about gender differences. Here are your notes: women live longer, more often unemployed, less often become prisoners, marry younger, less likely to die of heart attacks, smoke a lot, more men in politics, pilots, miners, soldiers, priests (now changing), less men beauticians and nurses
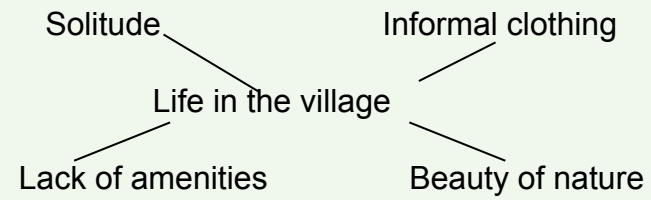
Cue 3

You want to speak about pay-and-prestige of different professions. Use the graph (you can question the graph if necessary):

```
  High              e
               b        d
Prestige |     a     c
         |
  Low    |_____ High
              Pay
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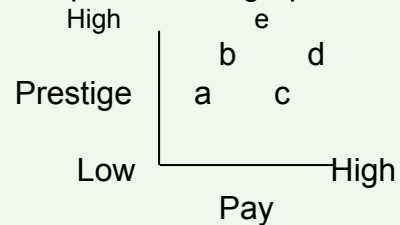
a teachers, b doctors, c officers, d – lowers, e – bankers

Cue 4

You will speak about life in the village using the mind map:

Solitude   Informal clothing

Life in the village

Lack of amenities   Beauty of nature

Cue 5

You will speak about advertisements on TV according to the plan:
- Give an introductory phrase
- Describe an ad that you like
- Describe an ad that you dislike
- What do you find irritating about the ads on TV?
- Make suggestions

Exploratory task 2.8

Consider the following techniques to develop social skills in learners and say what social skills can be developed with their help:

Taking part in oral communication is **not guaranteed against cognitive problems**. There are ways of resolving the difficulties that the learners can experience during the speaking tasks

Techniques	Social skills
♦ Strip stories (telling a story by saying an episode by each student in turn) ♦ Viewing through other people's eyes (saying what others might think and feel about the subject) ♦ Rally (practicing public addresses) ♦ Conflict resolution (practicing the way to intervene in conflict situations) ♦ Friendly chat	

Exploratory task 2.9

Match the learner difficulties and the "remedies" for them

Learner difficulties	Remedy
1. Can't finish the talk	A. Introduce competition
1. Can't start the talk	A. Offer the beginning of the talk
1. Cheat in games	A. Give language chunks
1. Lack ideas	A. Focus on turn-taking
1. Lack enthusiasm	A. Set the time limits
1. Lack language	A. Focus on the rules of the game
1. Losing thread	A. Highlight the goal
1. Lack interaction	A. Create an information gap
1. Switch code	A. Introduce fines for using L1
1. Time abuse	A. Brainstorm in small groups

Exploratory task 2.10

Refer the following tasks to either pre-speaking, while-speaking or post-speaking activities. (The learners are shown a photo, on which a man is ready to jump down from the roof of a high-rising building)

Task	Phase
A/ What words and phrases have been used to describe what the man felt? B/ Write a note that the man had left before deciding to take his own life C/ Why do you think the man is standing on the edge of the roof? (the photo is demonstrated to the learners) D/ Why do you think the man is thrusting himself down? (the photo is demonstrated to the learners) E/ Do you think the man might have a sense of adventure? F/ What type of character one needs to jump down from the top of the high-rising building? G/ Discuss in small groups the reasons why people decide on taking their own lives and produce a list or reasons. H/ Share the results of discussion with other small groups.	1. Pre-speaking 2. While-speaking 3. Post-speaking

Framework for the description of the activity:

Phase	Procedure	
	Teacher	Learners
Pre- activity While-activity Post-activity		

Integrated task (to be done in the classroom or with the peers)
- Clarify your goal of teaching
- Describe your teaching situation
- Give details of the activity to teach speaking
- Provide transcripts of how the activity went on
- Comment on the teaching procedure
- Suggest ways to improve the teaching process
- Draw conclusions