

Teaching Speaking

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Discussion

1. What are the differences can you find between spoken and written language?
2. Think about speaking activities you have participated as a language learner. What make a speaking activity successful?

Characteristics of Spoken Language

Spontaneity

- In most situations, people do not plan ahead of time what they are going to say.
- The fact that speech is spontaneous means that it is full of false starts, repetitions, incomplete sentences, and short phrases.

Time-constraint

- The students must be able to produce unplanned utterances in real time; otherwise people will not have the patience to listen to them.

Characteristics of Successful Speaking Tasks

Maximum foreign talk: Try to avoid students' talking in the mother tongue, and avoid too much Teacher Talk.

Even participation: Try to avoid outstanding students' dominating discussions. Try to guarantee **equal opportunities** for students of different levels.

High motivation: Interesting topic, and clear objective. Make sure that the task is in line with the students' ability

Right language level: The task must be designed so that the students can complete the task successfully with the language that they have. Otherwise the task will become frustrating and the students are likely to give up or revert to the native language.



Which of the following activities do you think would help to prepare students for real life speech in English?

1. Reading aloud.
2. Giving a prepared talk
3. Learning a piece of text or dialogue by heart
4. Interviewing someone, or being interviewed
5. Doing a drill

Types of speaking activities

Type of speaking activities

It is important to provide the students with a variety of speaking activities because:

- A variety of speaking activities will enable students to cope with different situations in reality.
- Variety helps keep motivation high.
- Variety may suit students of different learning styles.

Controlled speaking activities

- Social formulas and short dialogues
- Substitution drills (Pattern practice/Grammar exercises)
- Reading a text and answering questions

Communicative exercises

- Information gap exercises
- Exchanging personal information/Survey
- Interview
- Role-play
- Discussion
- Presentation
- Problem solving
- Bingo

Information-gap activities

Information - gap activities can be designed at a very elementary level, so that communicative practice can be done from almost the very beginning of language learning.

Group practice

- Activities in Doff (1989, pp.215 -217)
- Work in pairs
- Take the roles of students, practice activities A, B & C

Group discussion

- What are the advantages and disadvantages of using the suggested activities in class?
- How can these activities be adapted for large classes?

Exchanging personal information

Find someone who ...

e.g. Stand up and walk around the room. Ask your classmates what they like to do. Remember, you must speak in English only!

Find someone who ...	Name
likes to swim	
likes to play basketball	
likes to play badminton	
likes to play tennis	
likes to play football	
likes to play volleyball	
likes to roller skate	
likes to ice skate	
...	

A model conversation can be provided.

- A: Hi, Tom.
- B: Hi, Sherry.
- A: I'm conducting a survey for our school newspaper. Could you tell me, do you like to swim?
- B: Yes, I do. In fact, usually go swimming once or twice a week.
- A: Great. Would you mind signing your name here for me please?
- B: Sure, there you are.
- A: thanks a lot. See you around.
- B: See you.

Interview

- Here are two apartment ads. They do not give much information. Choose one and ***make up at least 5 questions to ask the house owners*** on the phone
 - Beautiful apartment, walk to campus. Call 555-2009 for more information
 - Two-bedroom apartment. \$5000. Good location. Call 555-1828

Dialogues and role-plays

Two problems with most dialogues in textbooks:

- **Not authentic or natural.** The natural speech of native speakers is often phrases or sentence fragments full of pauses, false starts, and repetitions.
- **The way most dialogues are taught.** Teachers ask students to memorize dialogues by heart.

Using Cue Cards

Card A

You are talking to a new classmate. Begin the conversation with a greeting.

1. Greet your partner.
2. Ask your partner which school he/she went to before.
3. Ask your partner if he/she lives near the school.
4. Suggest you go shopping together after school.

Card B

You are a new student at this school. One of your classmates greets you.

1. Greet your partner back.
2. Answer the question.
3. Answer the question.
4. Respond to the suggestion.

Then students should be ready to move quickly into less controlled types of role plays.

Card A

You and your friend are going out to eat lunch. You need to decide where to go. You would like to try something different because you're tired of the same food. You make a suggestion.

Card B

You and your friend are going out to eat lunch. You need to decide where to go. You would like to go to the place where you always go, because you like the food. You don't agree with your friend's suggestion.

Discussion

- Good for intermediate and upper-intermediate levels
- Provide freer activity to develop fluency in speaking
- Use a lot of pairwork/groupwork
- Create active class atmosphere.

Practice: Think of a discussion topic for an ELT exam reading text.

Presentation

Describe a holiday you enjoyed. Include:

1. Where you went
2. Who you travelled with
3. What you did
4. Why you enjoyed it

Describe a movie that made a strong impression on you.

Include:

1. Which movie it was
2. What the movie was about
3. Who the main stars were
4. Why you enjoyed it

Problem-solving activities

You are on a committee that is in charge of deciding what to do with a small amount of money that has been donated to improve your school. You have a list of things to do, but you only have enough money for 5 of the items. You must reach a consensus (agreement) in your group on which 5 items you will spend the money. Here is the list:

1. Repaint 3 classrooms.
2. Paint lines for games on the playground.
3. Buy curtains for 8 classrooms.
4. Buy an air conditioner for one classroom.
5. Buy 4 new basketball hoops for the playground.
6. Buy 15 young trees to be planted for shade around the edge of the playground.
7. Buy fans for 6 classrooms.
8. Remodel bathroom faucets so students can wash their hands using hot and cold water.
9. Add soap dispensers and hand dryers to bathrooms.

Speaking Bingo

"Can you ... well?"

dance for three hours?	ice skate?	draw pictures well?	whistle?
speak a third language?	travel often?	walk?	cook something delicious?
play tennis?	touch your nose with your tongue?	sing well?	play the guitar?
run fast?	eat?	see without glasses?	make a paper airplane?

Forest Animal Bingo - . . . a deer and a squirrel . . . a bear and a skunk . . . a moose and a raccoon . . . bingo!

The target language for this Bingo game is forest animals and the conjunction 'and'. There are 18 cards with 6 kinds of animals in rows and six in columns. The actual cards are 5X5 so that every card is missing two animals.

Note: Bear, Deer, Fox, Moose, Wolf, and Owl are in the rows and Squirrel, Skunk, Rabbit, Raccoon, Porcupine, and Beaver are in the columns.

I recommend that you laminate the cards and then students can use a marker to cross out the squares as they are called. There are two ways you can play this game:

[Bingo Card 1](#)

[Bingo Card 2](#)

[Bingo Card 3](#)

[Bingo Card 4](#)

[Bingo Card 5](#)

[Bingo Card 6](#)

[Bingo Card 7](#)

[Bingo Card 8](#)

[Bingo Card 9](#)

[Bingo Card 10](#)

[Bingo Card 11](#)

[Bingo Card 12](#)

[Bingo Card 13](#)

[Bingo Card 14](#)

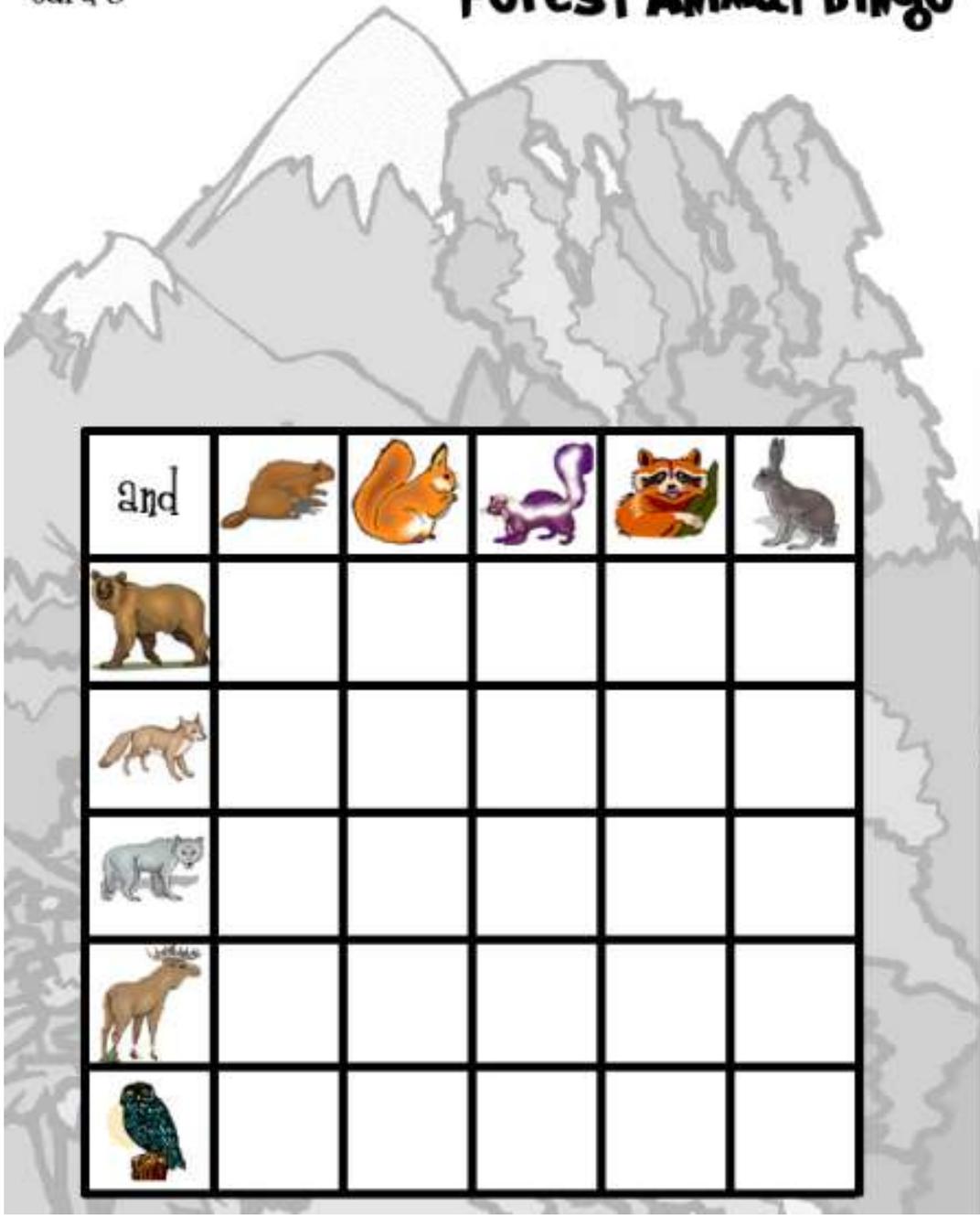
[Bingo Card 15](#)

[Bingo Card 16](#)

[Bingo Card 17](#)

[Bingo Card 18](#)

Forest Animal Bingo



[Bingo card generators](#)

and					
					
					
					
					
					

Hands-on

- From your learning experience and Google searches, suggest 1 speaking activity you like. Explain how to use the activity in class (level of students, time, rules etc.)
- Reference links:
<http://www.eslgo.com/resources/sa.html>
<http://waze.net/oea/>

PROCEDURE

Procedure of a controlled speaking task

Pre-task

- ❖ Giving & explaining task
- ❖ Pre-teaching vocabulary & structures
- ❖ Forming pairs/groups
- ❖ Giving clear instructions (roles/time)
- ❖ Demonstration (if necessary)

Procedure of a controlled speaking task

While-task

- ❖ Ss work in pairs/groups
- ❖ T walks around, monitors, prevents use of L1, gives help, take notes

Procedure of a controlled speaking task

Post-task

- ❖ Ss report back (closed pairs/ open pairs)
- ❖ T gives comments & sums up focused points

Procedure of a long speaking activity

Pre-speaking

- ❖ Well-chosen topic given
- ❖ Careful preparation (pre-teach vocab, structures, ideas)
- ❖ Forming groups & nominate secretary/reporter
- ❖ Setting time for the task

Procedure of a long speaking activity

While-speaking

- ❖ Ss work in groups
- ❖ T walks around for help

Procedure of a long speaking activity

Post-speaking

- ❖ Reporting back (representatives of groups doing report)
- ❖ Checking: T giving comments and summary of important points

PAIRWORK & GROUPWORK

Discussion

- What are the advantages and problems of using pairwork/groupwork in teaching speaking?

Advantages of using group work

- **More opportunities:** As compared with activities for the whole class, group work enables students to talk a lot because it increases the time for each student to practise speaking in one lesson.
- **More motivation:** Group work helps students avoid losing their face in front of a whole class, and thus it makes students courageous to speak.

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- **More authenticity:** Speaking in a small group is more natural than speaking in a large group, because the latter is usually more formal and requires preparation.
 - **Different levels:** Students can naturally perform to their abilities more readily in small groups than in a whole class, i.e. students of different levels can participate.
 - **More cooperation:** Small group work helps students learn to work cooperatively and it helps develop interpersonal skill – fostering development of tolerance, mutual respect and harmony.

Problems and challenges

- Teams fall apart
- It can advantage some students and disadvantage others
- Considerable time is spent in organizing the group and planning action
- Difficult to grade individual input
- Independent thinkers are not popular in a group environment