



Teaching Speaking Skills

Textbook: **Practical English Language Teaching - *Speaking***

McGraw Hill Companies Inc.
1221 Avenue of the Americas, New York, N.Y. 10020
Kathleen M. Bailey
David Nunan, Series Editor
© 2005

Principles of Language Learning & Teaching*

Addison Wesley Longman
Pearson Education, White Plains, N.Y.
© 2000

- Professor: **Cameron Wood**, M.Ed.
- Office tel.: 820-5396 / Email: global@cau.ac.kr
profcwood@gmail.com
- Web Site: www.cauepublishing.net

* Chapters 6 & 7 from the 4th Ed.

Teaching Speaking Skills

Thornbury, in *Teaching Speaking Skills*, validly asserts in the introduction of his textbook that “...*Research – and common sense – suggests that there is a lot more to speaking than the ability to form grammatically correct sentences and then pronounce them.*” Upon this premise, he then aptly critiques historical approaches in language education that are “...*reflected in generations of books on oral English, which are essentially just books on how to vocalize grammar.*” To a great extent this writer would concur with the above statement in that English conversational-language textbooks tend to portray linearity in the subject discourse, and very seldom if ever, scrutinize the cognitive foundation in the speaker-to-speaker relationship or the broad latitude in which normal discourse can extend.

Our textbook, *Practical English Language Teaching - Speaking*, however, takes an analytical approach to the foundation and formulation of speech production and in doing so, enables the student to have a clearer understanding of both the structures and processes that underpin speaking effectively. Nevertheless, before we undertake Bailey’s insightful approach, it is the writer’s opinion that it is imperative that we first examine the barriers that inhibit effective oral communication, and in order to do so, we will study two chapters in H.D. Brown’s “*Principles of Language Learning and Teaching.*” The chapters that are relevant in this case are those that are related to sociocultural and personality factors, which undoubtedly impinge on L2 speakers from varying degrees. In other words, we must first critique the nature of the inhibitory conditions that impede discourse before we examine the principles that guide speakers in effective oral communication.

Throughout the semester, the course work will not only address various principles governing oral communication, such as conceptualization and formulation, self-monitoring and repair, genre and pragmatic knowledge, and phonology to name but a few, but also integrate task based activities into the relevant subject areas. Therefore, it is essential for you to grasp the underlying principles in order to utilize them in our task-based activities, but more importantly, to be able to extrapolate from our classroom setting and use your knowledge to implement strategies in the English language community at large, and not least of all, implement them in your future classroom setting.

Last but not least, we will also critique English language textbooks, which are part of the English language curriculum (middle school and high school) in Korea. You will commence this task as proficient speakers of English, yet naïve with respect to the schemata-building that you will undergo in this course. Upon completion of the course, you will critique a Korean, English language textbook with your new knowledge of how to teach speaking.

Chapter 6: Principles of Language Learning & Teaching

Classes 1 & 2: Identifying Barriers

Investigation of personality factors and their role in speech production

Chapter 7: Principles of Language Learning & Teaching

Classes 3 & 4: Identifying Barriers

Investigation of sociocultural factors and their role in speech production

- Building a framework for speech delivery
(Posture, facial expressions, gestures, eye contact, vitality, spontaneity & voice control → rate, volume, fluency, intonation)

Chapter 1: What is speaking?

Classes 5 :

- Introduction
- Approaches to speaking
- Speaking in action

Class 6:

- Teaching speaking

Class 7:

- Assessing speaking
- Conclusion

At the end of this chapter you should be able to:

- √ **provide** your own definitions of speaking and pronunciation
- √ **describe** different approaches to teaching speaking
- √ **understand** the relationship between the various components of spoken language
- √ **explain** what speech acts are and give examples of various speech acts
- √ **describe** how speaking is taught in three prominent language teaching methods used over the past several years
- √ **identify** communication strategies that language learners can use when they encounter difficulties
- √ **distinguish** between direct, indirect, and semi-direct tests of speaking
- √ **explain** the differences between objective, analytic, and holistic scoring of speaking tests
- √ **appreciate** the important role of pronunciation in helping learner's increase their comprehensibility when they speak English

Chapter 2: Speaking for beginning level learners

Class 8:

- Syllabus design issues
- Principles for teaching speaking to beginning learners

Class 9:

- Tasks and materials

Class 10:

- Teaching pronunciation
- Speaking in the classroom

Class 11:

- Assessing beginning learners
- Conclusion

At the end of this chapter you should be able to:

- √ **describe** how speaking is typically taught to beginning level learners
- √ **explain** the following key principles for supporting the teaching of speaking to beginning level learners: provide something to talk about; create opportunities for learners to interact by using group work and pair work; and manipulate the physical environment to promote speaking practice
- √ **identify** several important communication strategies for supporting the teaching of speaking to beginning students
- √ **create** materials and activities based on the following task and activity types: conversations and interviews; information gaps and jigsaw activities; controlled conversations; scripted dialogues, drama, and role-plays; logic puzzles; picture-based speaking activities; and physical actions
- √ **examine** pieces of classroom interaction and identify the principles underpinning the instructional sequence
- √ **explain** four different purposes for assessment: placement tests, diagnostic tests, progress tests, and achievement tests
- √ **use** a classroom introduction activity as a speaking diagnostic test

Chapter 3: Speaking for intermediate level learners

Class 12:

- Syllabus design issues
- Principles for teaching speaking to intermediate learners

Class 13:

- Tasks and materials

Class 14:

- Teaching pronunciation
- Speaking in the intermediate classroom

Class 15:

- Assessing intermediate learners
- Conclusion

At the end of this chapter you should be able to:

- √ **describe** the speaking issues that typically concern intermediate learners
- √ **demonstrate** an understanding of confirmation checks, clarification requests, and comprehension checks, and identify instances of each in the speech of intermediate learners
- √ **demonstrate** an understanding of the following key principles for supporting the teaching of speaking to intermediate learners: negotiation of meaning, developing transactional and interpersonal speech, and personalization
- √ **create** materials and speaking activities for intermediate level learners based on the following task and activity types: information gap and jigsaw activities, role-plays, picture-based activities, and logic puzzles
- √ **examine** pieces of classroom interaction and identify the principles involved in teaching speaking to intermediate learners
- √ **use** a diagnostic test to assess a learner's pronunciation

Chapter 4: Speaking for advance level learners

Class 16:

- Syllabus design issues
- Principles for teaching speaking to advanced learners

Class 17:

- Tasks and materials

Class 18:

- Teaching pronunciation
- Speaking in the advanced classroom

Class 19:

- Assessing intermediate learners
- Conclusion

At the end of this chapter you should be able to:

- √ **describe** the speaking issues that typically concern advanced learners
- √ **explain** the following key principles for supporting the teaching of speaking to advanced learners: combining fluency and accuracy, encouraging reasonable risks, and noticing the gap
- √ **create** materials and speaking activities for advanced level learners based on the following task and activity types: conversations, information gaps and jigsaw activities, role-plays, picture-based activities, simulations, and extemporaneous speaking

- √ **examine** pieces of classroom interaction and identify the principles underpinning the instructional sequence
- √ **discuss** primary trait scoring as a means of assessing speaking in role plays

Chapter 5: Key issues in teaching speaking

Class 20:

- Students' first language use in the English speaking class
- Reticence and dominance in speaking activities

Class 21:

- Learning styles in the speaking class

Class 22:

- Responding to oral errors

Class 23:

- Speaking activities in large classes
- Multi-level speaking classes

Class 24:

- Technology and teaching speaking
- Conclusion

At the end of this chapter you should be able to:

- √ **discuss** the use of the learners' first language in the speaking classroom
- √ **explain** some strategies for managing speaking turns in class
- √ **describe** ways of teaching speaking with learners who have reflective and/or impulsive learning styles
- √ **discuss** options for responding to students' oral errors during speaking class
- √ **identify** some challenges of teaching speaking in large classes
- √ **develop** some strategies for managing group work and pair work in large classes
- √ **understand** some challenges of teaching speaking in multi-level classes
- √ **recognize** the potential value of pronunciation software, chat rooms, corpora, and web sites in helping students improve their speaking skills

◆ Areas for Grading

- Attendance and Participation 20%
- Midterm Exam 25%
- Final Exam 25%
- Lesson Plan for “Teaching Speaking” 10%
- Group Critique of Korean English Language Textbook 20%

Throughout the course of the semester there will be several - if not numerous – handouts that will test your knowledge of the course material as we progress thru the semester. It is imperative therefore, that you read/study all course material and make your inquiries as necessary. With regard to course materials, there is an extensive amount of reading and you are to keep current with all of your assignments. In addition to keeping up with the pace of class re assignments/readings, you are to also actively engage me, your peers, and your materials in class. Please note that although this course is NOT an English conversation class per se, you are to be actively engaged within the classroom, i.e., conversant with your peers and with me. (If you have issues/concerns about speaking up in class that we have identified in our first four classes (Identifying Barriers to Effective Communication), they are to be addressed and resolved by the time we commence class 5.)

The foregoing paragraph relates to the assessment area of attendance/participation.

Both the midterm and final exams are content driven and will assess your understanding of the chapters ‘*to date*’. In other words, the midterm exam will cover course material from classes 1 → 11 and the final exam only from classes 12 → 24.

The foregoing sentences relate to the assessment area of mid term and final exams.

You are to create a lesson plan, which clearly illustrates your grasp of the principles, which speakers use to conduct natural discourse.

The foregoing sentence relates to the assessment area of Lesson Plan development.

From your entry point into this class as proficient speakers of English, you have progressed from a level of relative naivety to that of having sound knowledge in the principles underlying effective oral communication. This will enable you to more accurately critique/assess courseware in English language education, particularly that of conversational English. As a result of this schemata building, you (peer group) will assess a Korean, English language textbook, which will be chosen in consultation with your professor.

The foregoing paragraph relates to the assessment area of Group Critique of a Korean, English language textbook.