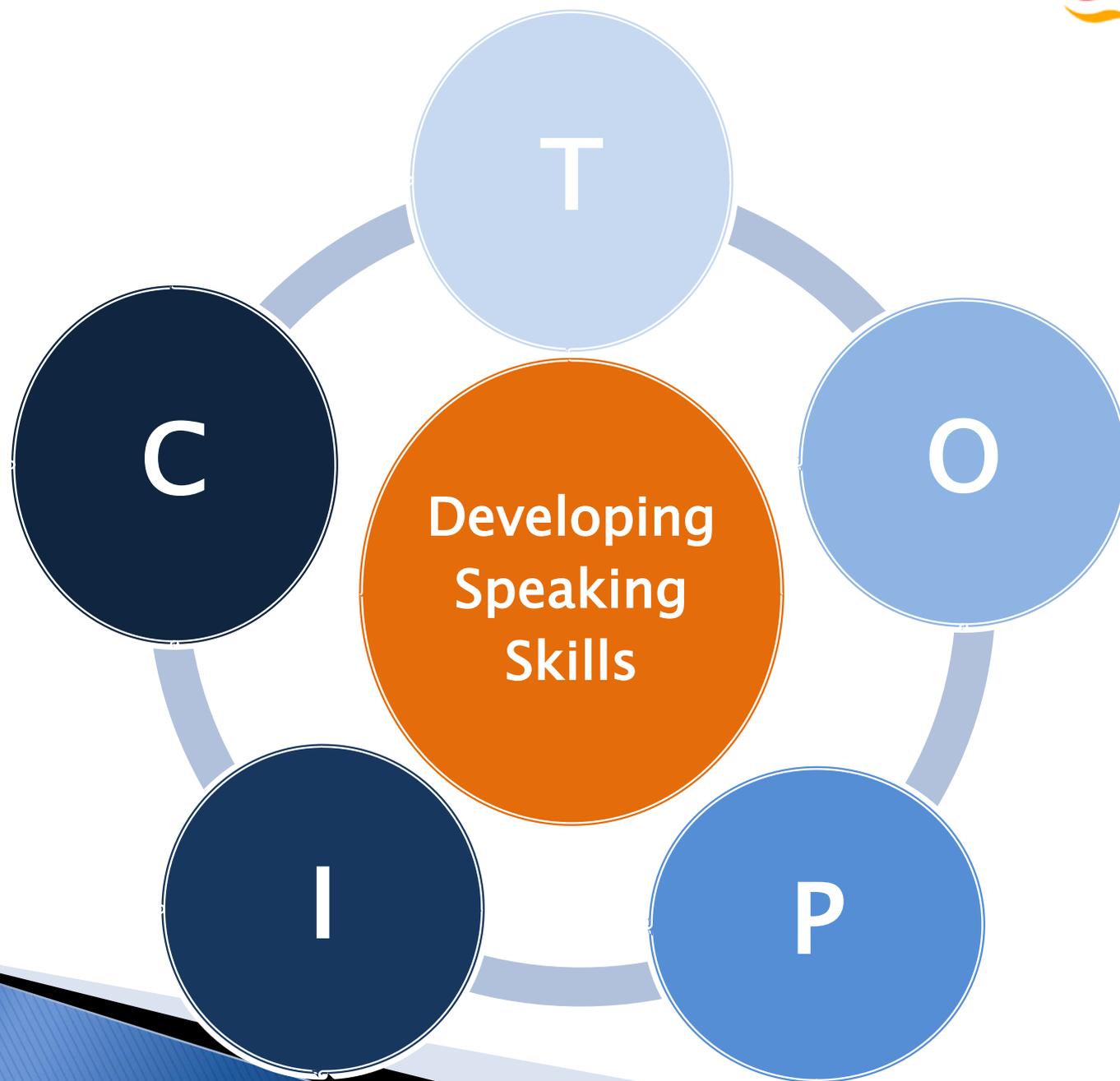


Developing Speaking Skills: a TOPIC for discussion

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Warm up Activity

- ▶ Take out your purse/wallet
 - ▶ Find a picture in it – a photo/ on a note
 - ▶ Show it to a partner
 - ▶ Tell him/her as much as you can
-
- ▶ You can do this because you have the tools – language and knowledge – and because you were given the opportunity.

Tools – Language

- ▶ Consider a picture of a family on a motor bike
- ▶ Could your elementary students talk about family relationships?
 - Hopefully, yes
- ▶ Could they talk about motor bikes, traffic congestion and related issues?
 - Unlikely – they know about them
 - They do not yet have the language tools

Language Tools – Example

What do students need to be able to give directions?

- ▶ Functional exponents
- ▶ Vocabulary
- ▶ Pronunciation
- ▶ Structures

- ▶ Listening Skills
- ▶ Anticipation
- ▶ Cultural Awareness

Tools – Knowledge

- ▶ If you wanted your students to talk about famous people, which person would be easier for them to talk about?
 - **KATE MIDDLETON**
 - **DO MY LINH**
- ▶ Probably Do My Linh as they know more about her?

Opportunities

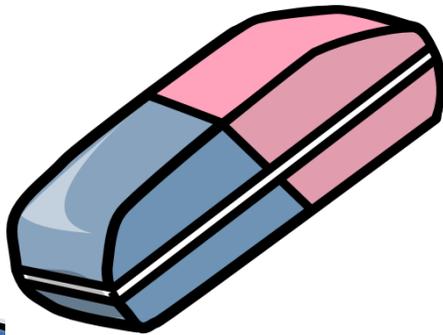
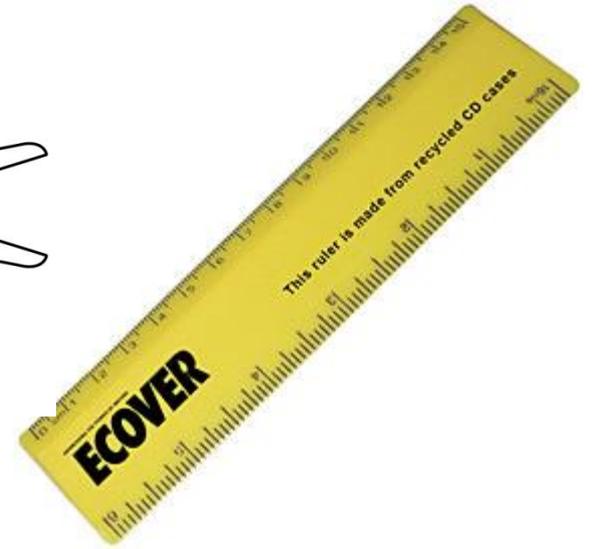
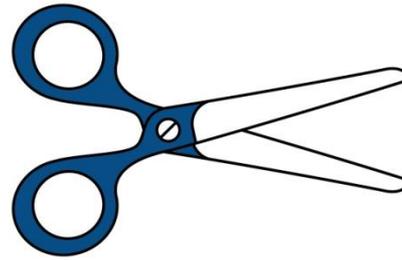
- ▶ In addition to targeted practice activities, here are two areas teachers can exploit to allow students to practise speaking in a more authentic way.
- ▶ Classroom Language
- ▶ Exploiting the Textbook/ Materials

Classroom Language

Using the target language as the classroom language supports learning by:

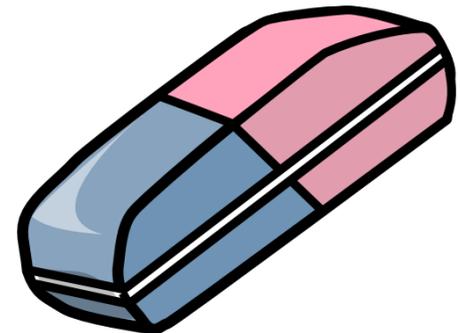
- ▶ offering comprehensible input
- ▶ helping students memorize pieces of language they can later break down and analyse
- ▶ strengthening their confidence in their language skills
- ▶ fostering the development of communication strategies

Kirsh C.(2008, p.83)



In context

- ▶ Can I borrow your eraser?
- ▶ Here. I'll lend it to you.
- ▶ Thanks. Can I borrow your pencil?
- ▶ Here, I'll lend it to you.
- ▶ Thanks. Can I borrow your computer?
- ▶ No sorry. I need it.



'Jazz' Chant

- ▶ Good morning class.
- ▶ Good morning Ms Linda.
- ▶ How are you today?
- ▶ Fine thanks.
- ▶ Please sit down.
Open your books at page 21.
- ▶ I'm sorry. I forgot my book.
Can I share with _____?
- ▶ Yes, but remember it tomorrow.

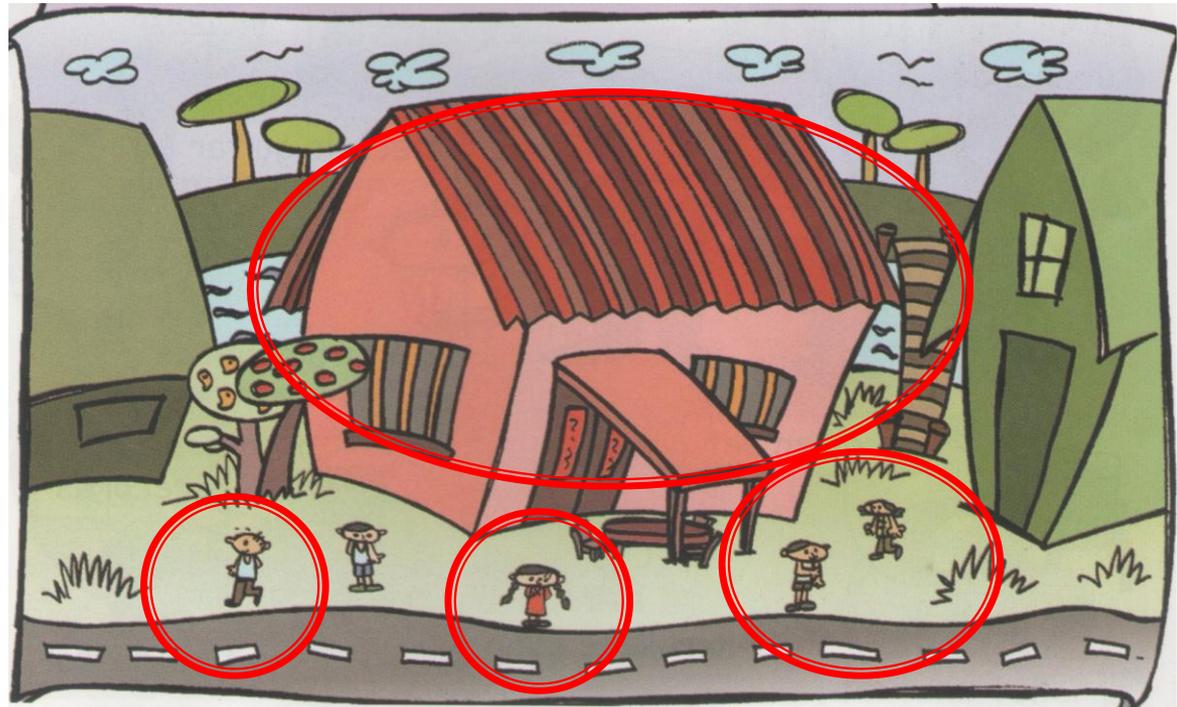
Course Books – exploiting visuals

The majority of pictures (about 55%) in courses books are used for purely decorative purposes and those used for language purposes ‘tend to concentrate on low-level language skills related to basic language manipulation’.

Hill D.(2003 p.181)

Course book

- ▶ How could the circled items be used to encourage discussion, description, or comment?



My Pals are Here
English 2A Federal, 2000 p.91

Discussions as warm up activities

- ▶ Choose photos students can relate to linked to text/topic
- ▶ Example –a rickety bridge in their country
- ▶ Get students to discuss whether they have used such a bridge, how they might feel etc
- ▶ Show text picture and expand ideas
- ▶ The cable racer from New First Certificate Gold (2004, p.4) from Pearson is a good example

Planning and Practice

‘specific activities in the second language, engaged in systematically, deliberately, with the goal of developing knowledge of and skills in the second language’

DeKeyser (2007. p.1)

Planning

‘Teachers should provide learners with a proper amount of planning time with proper guidance as to how to prepare for a task.’

Muranoi in DeKeyser (2007 p. 70)

Lady Gaga

- ▶ Lady Gaga is an American singer–songwriter. Born in 1986 she released her first album *The Fame* in 2008. She has travelled to many countries around the world to give concerts for example in the UK, France and Australia. In 2011 she went to Japan for the first time. In Japan she gave the money from her concert to help re–build the country.
- ▶ What questions could you answer from this text?
 - ▶ When were you born?
 - ▶ Where do you come from?
 - ▶ Which countries have you visited?
 - ▶ When did you go to Japan?

Your Students

- ▶ Give them pictures of famous Vietnamese people / people they can relate to
- ▶ What do they know about them?
- ▶ What can they ask?
- ▶ Do they need to plan – research the person first?
- ▶ Can they work from a card eg. next slide, and add more information?

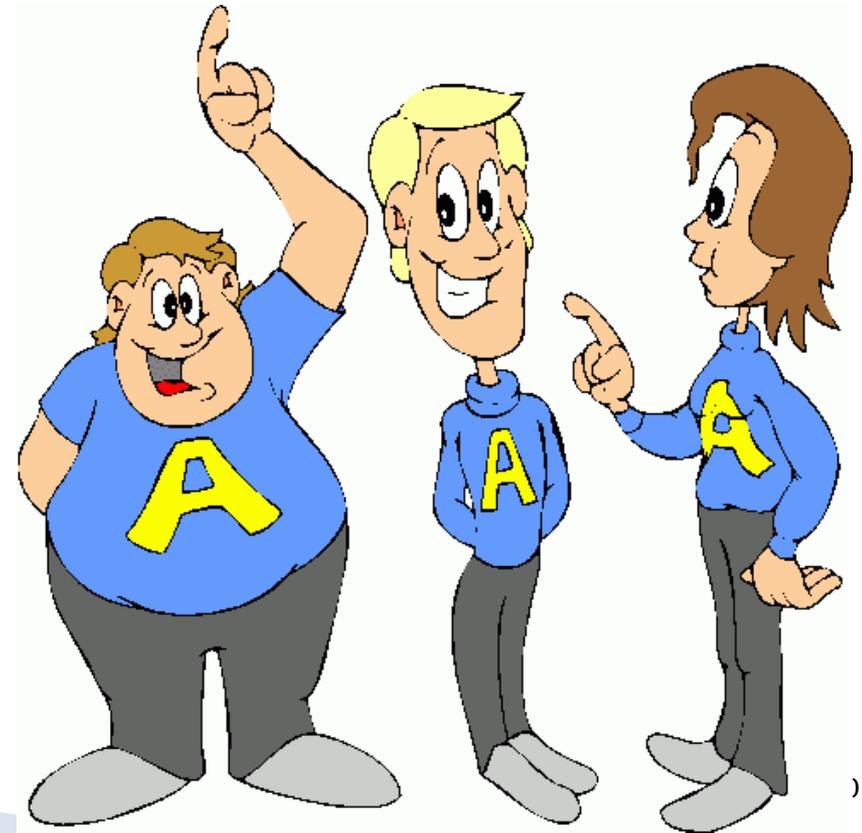
Character Card

Name:	Do My Linh
Date of birth:	Aug 19, 1975
Birth place:	Hanoi
Occupation:	Singer
Family:	1998, Anh Quan 2 children
Countries visited:	China, Thailand, Europe, USA, Japan

Other interesting information:
One of few Vietnamese singers to produce an album
in English (2004)

Classroom Management

- ▶ Consider grouping
 - Size
 - Composition
 - Roles
 - Feedback
 - Discipline



Improvement

- ▶ Help students measure their own progress
- ▶ Keep records of performance in speaking skills
- ▶ Support and encourage
- ▶ Review and reflect



'Can Do' Statements

At the end of this unit, I can:	Yes	No	Not sure
Describe this boy's symptoms			
Give this boy some advice			
Describe problems to a doctor			
Understand simple instructions from a doctor			

'Can Do' Statements

At the end of this course, I can:	Not yet	Yes	Yes well
Talk about family relationships			
Talk about places in my town			
Give simple directions to a tourist			
Ask the way to places			
Describe problems to a doctor			
Understand simple instructions from a doctor			

Reflection

- ▶ New technologies can help students evaluate and reflect on their own performance
- ▶ They can video record and review presentations, role-plays etc (based on a review guide)
- ▶ They can identify strengths and areas for improvement
- ▶ Recordings can be uploaded on Utube for teachers to access.

On this course, a lot of reflection and analysing are done. I find this particularly useful because from the reflection and analysing, I an able to know my weaknesses and strengths. Thus, I can take measures to improve on my weaknesses, while maintaining my strengths.

BA student: April 2011

Digital Story Telling

[A Digital Story](#)

- ▶ Students create stories, read them aloud, review and improve both stories and reading performance
- ▶ Stories are set to images – photos, video, drawings created by the students
- ▶ By reviewing their stories, students can identify strengths and areas for improvement and try to act on these insights
- ▶ Students ‘own’ these stories and videos
- ▶ They can publish them online and share them with family and friends creating a great sense of achievement

Confidence

‘Whilst it is clear that there are no magic, straightforward solutions to enhancing learners’ Foreign Language self-concepts, there are approaches that can help create a learning environment which provides learners with a sense of security, does not pose any threat to their sense of self, and can lead to a positive attitude and motivation for the FL.’

Mercer S. (2011) p.167



Confidence and self-esteem

- ▶ Make classes interesting and enjoyable
- ▶ Focus on process rather than product
- ▶ Offer learners a chance to select personally relevant topics
- ▶ Create a learning climate in which learners feel comfortable, supported and secure
- ▶ Provide scaffolding to allow learners to have genuine and believable experiences of success
- ▶ Encourage learners to make internal comparisons focussing on own sense of progress
- ▶ Feedback should reflect 'growth' mindset and be detailed and constructive

Mercer S. (2011) p.167



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