Speaking Activities: Preparation to Performance

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Developing Speaking Skills

Confidence

Improvement

Planning & Practice

Opportunities

Tools
Activities

- During our workshop we will look at three types of activities:
  - Surveys and questionnaires
  - Role play / dialogues
  - Discussions
An early structure
Usually introduced in combination with activities like ‘play football’, ‘dance’, ‘play the piano’

How can we:
- Equip our students with the target language?
- Make the examples relevant?
- Enable them to add a personal touch?
Language Tools

- Vocabulary (collocation)
  - Play football / do judo / do wushu (well)
  - Run (fast) / swim
  - Drive a car / ride a motorbike
  - Different verbs – do we need any adverbs?

- Question form
- Short responses
- Positive / negative – range
  - Yes, I can xxx very well / fast
  - Yes, I can
  - No, I can’t
  - No, not very well
Which activities are common in Vietnam?
Add some local ones?
Introduce language through people they will know (supplement text book)?
  ◦ Eg. Sui Black / Nguyen Thuy Hien
Class Practice

Pairwork

- Grid with 6 items to ask partner
- Last of items is your choice
- Tick correct box
- Report back
- Good students model first
- Report back – use ‘and’ and ‘but’?
- Any additions?
Class Survey

- Introduce – Can you xxx like (someone famous)?
- Rules
  - Ask 6 friends. Can you xxx?
  - If the answer is ‘Yes, I can’, add ‘Can you xxx like yyy?’ (you choose the person)
  - Answers: Yes, I can / No, not really
  - Complete the chart
  - Report back
Feedback – Improvement

- While you monitor – checklist for the class
- When they report back – ‘that was a good extra question’ ‘Wow, that’s a new word for all of us – how do you spell it? Can you show us how you do it?’ ‘Good to use drive safely – an added adverb)
- At the end of the session
  ‘Good now you can all ask ‘can you’ questions – well done’
- See if anyone spontaneously asks you a question!
Other

- Classroom Management
  - Pairwork – not sure they can manage?
  - Get two ss to work together (groups of 4)
  - Mingle too much/noisy?
  - Work in groups of 6

- Link to writing?
  - Report (sentences) – individual / groups?
    - 6 people can swim.
    - X can run very fast
    - Y can sing but not as well as ???
    - You need to model first!
Dialogues – Role Play

(For this activity workshop participants referred to a handout with sample activities)

- To what extent do you feel these activities meet some of the criteria discussed under the TOPIAC acronym?
- How might you adapt these materials for your class?
- How would you give feedback to your students?
- How can we demonstrate improvement?
**Discussions**

(During the workshop pictures were used as a stimulus for discussion)

- Situation: You want your students to write a short report on Water Resources in Vietnam: Problems and Progress
- You want to use this opportunity to develop/practice their speaking skills
Discussions – Language

- Need content and language to express it:
  - Draw on what they know?
  - Vocabulary lesson? Pictures as stimulus?
  - Reading? – content and language?
Discussions – content

- Different source readings?
- Different pictures?
- Internet research – English ? Vietnamese?

- Language and Content together?

- Prepared items – how to use? (around class / in groups?)
  - Visuals
  - Text
  - Do I choose who gets what?
  - Different groups – different materials?
Structure

- Each group chooses two issues.
- Reports back on the situation and makes some suggestions.
- Do they need functional exponents?

Eliciting Information
- What do you think .... ?
- Who agrees that.....?
- Have you got any more information xx?

Responding
- Yes that’s very important.
- Yes, but what about ....
- That’s great. Let’s choose x.

Making Suggestions
- We think the best thing to do is ....
- One solution to the issue of xx is.....
Feedback – large classes

- Allocate ‘secretary’?
- Secretary / team leader reports on contributions in group? On whether each person used some target language items?
- Group summary to class (50 in class 9 groups with max 6 people. Feedback from ?. Next session the others?)
- Monitor to ensure good spread of topics?
- Praise
- Give detailed and constructive feedback
- Use / note new vocabulary (share with class)
Issues?

- Takes up to much class time!
- Makes my class too noisy!
- They keep using Vietnamese!

- Counter – arguments?
Speaking and Writing are different!!

Speaking activity gives content ideas and vocabulary – and practices/develops speaking skills.

Need to look at how written text will be structured and type of language used.

Just as with speaking – need to scaffold writing.
Summary

Looked at:

- Three different kinds of activities
- The preparation students need in advance
- Ways to personalise activities
- Ways to organise the practice
- Ideas on giving feedback
Thank You

Any Questions?

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