Motivating your students to speak(2)
What is speaking? Problems with speaking activities?

https://padlet.com/laihang0623/sb879c7zn1vn
What is speaking?

• Productive, oral skills
• “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, p.1)
• “often spontaneous, open-ended, and evolving” (Florez, 1999, p.1)
Problems with speaking activities

- Inhibition
  - Students are often worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts

- Nothing to say
  - Students cannot think of anything to say

- Low or uneven participation
  - Mother-tongue use

Ur, 2001

Solutions?
Elements of speaking (1)

• [http://good-practices.edb.hkedcity.net/exemplar10/popaloud.html](http://good-practices.edb.hkedcity.net/exemplar10/popaloud.html)
• What was the teacher’s focus?
• The teacher first played the tape of the reading passage from the coursebook and asked to listen for the pronunciation of particular words.
• Then, the teacher asked the students to practice these words in groups
• The teacher got students to focus on the stress patterns of the words and phrases
• Students then moved on to work on their intonation as they read full sentences to the class.
• [https://www.youtube.com/watch?v=uVmU3iANbgk](https://www.youtube.com/watch?v=uVmU3iANbgk)
• Linguistic competence
• Help students master the sounds, words, and grammar patterns of English
Elements of speaking (2)

• Madam secretary, Season 3, Episode 11, (8:48-10:33, 11:29-)
• How did Elizabeth’s way of speaking change? (talking to her assistant vs talking to the foreign minister)
• **Sociolinguistic competence**
  • The ability to use language appropriately in various contexts
  • Register (degrees of formality), word choice, style shifting
Elements of speaking (3)

• [https://www.youtube.com/watch?v=xO27r3rsu2k](https://www.youtube.com/watch?v=xO27r3rsu2k)
• How did Margaret solve the problem related to her working visa?
• Strategic competence
• Learners’ ability to compensate for gaps in skills and knowledge
Elements of speaking (4)

Accuracy

Linguistic competence

Sociolinguistic competence

Communicative competence

Strategic competence

Fluency
Background to the teaching of pronunciation

• “Listen carefully and repeat what I say”.

• “Let’s analyze these sounds closely to figure out how to pronounce them more clearly”

• “Let’s start using these sounds in activities as soon as we can while I provide cues and feedback on how well you’re doing.”

Behaviorism

Explicit presentation and intensive practice to learn about sounds

Task-based Language Teaching (TBLT) and Communicative Language Teaching (CLT)
Drilling

• One of the main ways in which pronunciation is practiced in the classroom

• In its most basic form, it simply involves the teacher saying a word or structure, and getting the class to repeat it.

• Behaviorist theory and audiolingual approaches

• Choral drilling → inviting the whole class to repeat, helps to build confidence, gives students the chance to practice pronouncing the drilled item relatively anonymously

• Followed by individual drilling

   Kelly, 2000
• If Cinderella lived in the 21st century,......
• https://www.youtube.com/watch?v=G_BJqOpYRQs

• Student A (The stepmother): Have you cleaned the floor?
• Student B: Yes, I have
• Student A: Have you ......
• Student B: No, I haven’t.
• Student B (The stepmother): Have you washed the clothes?
• Student A: Yes, I have
• Student B: Have you....
• Student A: No, I haven’t.
Chaining

- If Cinderella lived in the 21st century,......
- Back chain
“Open pair drilling”-questions and answers

- Student A(The stepmother): Have you cleaned the floor?
- Student B: Yes, I have
- Student A: Have you ......
- Student B: No, I haven’t.

https://www.youtube.com/watch?v=G_BJqOpYRQs
She is beautiful........
She is.....................

Substitution drills-involves drilling a structure, but substituting vocabulary
Principles for teaching pronunciation

• Engage students in using sounds in more personalized ways and through more spontaneous ways of speaking
• Keep affective considerations firmly in mind
• Sensitizing
  • helps students develop sensitivity to pronunciation features through listening in context
  • Useful for phonological skills development
• Practice → reading aloud of dialogues

Murphy, 2003
Counterfeit/'kaʊntəfɪt/ products

Signature CC pattern does not line up

Pattern lines up even under a seam.
Appropriation activities (Thornbury, 2005)

• Learning is a collaborative construction
• Over time, and through social interaction, which is first “other-regulated”, becomes “self-regulated”.
• Information gap
• Jigsaw activities
Drilling

• Useful noticing strategy → draws attention to material that students might not otherwise have registered
• Getting your tongue round it
• Fine tuning for articulation

Thornbury, 2005
Mini-lesson: HKDSE Speaking Practice
Wonderful natural features
shores
Drink cans
Plastic bags
Discarded packaging
Gloves /ɡlʌv/

Rubbish sack
Preparation for discussion

https://padlet.com/laihang0623/wiq12lhp3ok0
Let’s view a video about tackling the sea of plastic

• http://www.bbc.co.uk/learningenglish/english/features/lingohack/ep-171011

• What are the nouns used to describe materials in the ocean?
• Noun phrases talking about environmental problems
• Verb phrases
• https://kahoot.it/
• https://play.kahoot.it/#/k/e5678752-a732-47e4-9721-07c46b829840
1-minute response

• What are the pros and cons of including the beach clean-up activity as part of students’ other learning experience?
Awareness-raising procedures (Thornbury, 2005)

- Activate background knowledge
- Check students’ understanding
- Listen and read
- Focus on language features

- Students need to have a basic understanding of the text before they embark on close study of its language features
• Speaking lessons include a language analysis component in which students look critically at language and examine “the relationship between form and meaning” (Willis, 1990, p.64)

• Grammar associated with literacy (reading and writing) to the exclusion of oracy (listening and speaking) competence?

• Good grammar knowledge developed in reading and writing will automatically transfer to speaking and listening?

• Form-meaning relationships are best learnt in context

• Certain grammar and vocabulary features are found predominantly in the spoken language
Awareness-raising

Appropriation

Autonomy

Others regulated → self-regulated

Feeling fluent

Drillings, listening

Information gap, jigsaw