

Lecture: 8-23

Speaking is a complex skill and more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction.

The speaker has to retrieve words and phrases from memory and assembles them into syntactically appropriate sequence

Classifications of speaking

1. Monologue - focuses on giving an interrupted oral presentation
2. Dialogue - focuses on interacting with other speakers

Functions of speaking

1. Transactional (transfer of information)
2. Interactional (maintenance of social relationships)

Characteristics of Spoken Language

- Frequently displays ellipsis
- Negotiation of meaning is common
- Interruptions and overlapping are normal
- Speech uses many formulaic expressions
- Interlocutors give and receive immediate feedback

Levels and fields of research into speech and conversation

1- Organization and behavior

- Pragmatics
- Pscho- and socio-linguistics
- Discourse and conversational analysis

2- Structure

- Phonology
- Morphology
- Syntax and grammar
- Lexical studies

3- Sound

- Phonemics
- Phonetics
- Prosody/intonation studies

Aspects	Spoken discourse	Written discourse
Production aspect	Dynamic	Static
	Oral	Visual
	Transient	Non-transient
	Unplanned	Planned
	Contextualized	Decontextualized
Social aspect	Primary	Secondary
	Informal	Formal
	Rhetorical	Logical
	Interpersonal	Contractual

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Pronunciation - the articulation of individual sounds and the distinctive features of sounds like voicing, aspiration, stress and intonation.

Phonological loop - the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory.

Criteria to typify a good pronunciation

1. Intelligibility
2. Identity
3. Ease of learning
4. Acceptability by parents and the educational administration
5. Availability of teachers and materials to support the wanted pronunciation

Nativeness principle - sets a native-speaker goal for learners

Intelligibility principle - accepts accents and sets understanding as the goal

Factors Affecting the Learning of another Sound System

Learners'

1. Age
2. First language
3. Current stage of proficiency development
4. The experience and attitudes
5. The conditions for teaching and learning

Competing explanations of the cause of the relationship b/w age and accent

Physical explanation - there are physical changes in the brain as a result of age that affect the learning of a new sound system and other aspects of the language.

Intellectual explanation - learners have already learned the sound system of their first language and this increasingly disrupts their perception of a second language.

Psychological explanation - pronunciation is a part of our personality and as we become older we become more protective of our personality and unwilling to change it.

Three reasons why learners might have difficulty in learning new sounds

1. They overlook some feature
2. The learners sound bad to themselves when they copy well
3. The learners become anxious about making the sounds

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Learning New Sounds: A Procedure

Before teaching or correcting a sound, certain information is needed. Then the teacher can follow several steps to teach the sound.

Necessary Information:

- Does the learner have the wanted sound in the first language? What is the nearest sound?
- What sound does the learner put in place of the wanted sound?
- Does the learner make this mistake in initial, middle, and final position?
- What is the difference between the wanted sound and the unwanted sound?

Teaching the Sound

Teach the learner to hear the wanted sound by using distinguishing and identifying activities. Distinguishing should come before identifying.

Slurring and bracketing

In slurring, the tongue or another part of the mouth is slowly moved from one position to another. This is done several times with the learners copying the teacher. Then the movement is stopped a part of the way between the two sounds so that the wanted sound is produced.

Correcting Pronunciation Mistakes

When a learner makes a pronunciation mistake teacher can do any of the following things:

- The teacher repeats the word correctly several times with ordinary stress and intonation until the learner self-corrects by copying the teacher
- The teacher repeats the word correctly giving extra stress and length to the part where the learner made the mistake. “Not lice but rice.”
- The teacher writes the word on the blackboard correctly and underlines the part where the learner made a mistake.
- The teacher just says “No” and lets the learner find the mistake without help.

Stress-timed languages - languages where the stressed syllables are said at approximately regular intervals, and unstressed syllables shorten to fit this rhythm i.e. English language

Syllable-timed languages - languages where the length of each syllable remains more or less the same as that of its neighbors whether or not it is stressed i.e. French, Spanish, and Cantonese.

Intonation - the variations in the pitch of a speaker’s voice at sentence level (f0) used to convey

Differences between stress-timed and syllable-timed languages lie in:

- Syllable structure (syllable length varies more in stress-timed languages than in syllable-timed languages)
- Vowel reduction (stress-timed languages are more likely to use centralized vowels in unstressed syllables and vowels may be shortened or omitted)
- Lexical stress (stress-timed languages usually have word level stress)

Teaching Word Stress

In English, one part of a word is usually said with greater strength, stress, than another part. Strong stress often goes with an increase in the length of the syllable and a change in intonation. Stress can be taught in the following ways:

- The teacher taps the stress pattern of a word, with a hard tap for the stressed syllables and soft for the others. The learners say the word.
- When the teacher provides a model she can make the stressed syllable longer than usual and the unstressed ones very short.
- The learners are given a list of words. The teacher reads them and the learners underline the stressed syllables.

Teaching Sentence Stress

The place of stress in an English sentence depends on the relative importance of the different words in the sentence. Usually nouns, adjectives, certain pronouns, main verbs and adverbs are given strong stress

Teaching Intonation

- The learners can copy the teacher.
- The learners can make gestures to go with changes in intonation. The rise at the end of a Yes/No
- The learners can be shown drawings of intonation patterns to help them understand what they should try to do.

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Negotiation

Part of the skill of listening is learning how to take an active role in providing feedback to the speaker. This feedback may involve pointing out problems with the comprehensibility of the message. This feedback and questioning is called negotiation.

Negotiation features/roles in language development

- Makes input understandable without simplifying it
- Breaks the input into smaller digestible pieces
- Raises awareness of formal features of the input
- Gives learners opportunities for direct learning of new forms
- Pushes learners to express themselves more clearly and precisely

Techniques which provide written input for negotiation

- Split information activities
- Completion activities
- Ordering activities
- Modify the statements

Using Information Distribution to Encourage Negotiation

Four kinds of group work according to the way the information needed in the activity is distributed among the learners:

- All learners have the same information
- Each learner has different essential information
- One learner has all the information that the others need
- The learners all see the same information but each one has a different task

Factors Affecting the Amount and Type of Negotiation

- Pair work usually produces more negotiations on the same task than work in a group of four
- Cooperating tasks produce more negotiation of the meaning than information gap tasks

Lecture: 9-27

Procedure for awareness of the linguistic and socio-linguistic features of interactive spoken language

- Stage 1 involves preparing for an interview and then carrying out the interview
- Stage 2 involves transcribing the recorded interview
- Stage 3 involves presenting the analyzed transcription to the class in the form of a seminar presentation

Learning through Non-negotiated Interaction

Besides negotiated interaction, most learning will occur:

- By guessing from context which is not overtly signaled
- By the non-negotiated noticing of language features

Causes for learners reluctant to speak

- Inadequate vocabulary

- Inadequate control of grammar
- Lack of fluency
- Shyness
- Lack of encouragement

Lecture: 10-28

Learning through Pushed Output

The idea behind pushed output is that knowledge of the L2 does not transfer automatically from reception to production. The knowledge that is needed to speak will not come unless the learners are “pushed” to speak.

Pushed output extends speakers and in doing so heightens their awareness of the importance of particular grammatical features in productive use of the language. Pushed output can result in the learner moving “from a purely *semantic* analysis of the language to a *syntactic* analysis of it

When planning for a variety of speaking tasks to push learners’ output there are several factors to consider. These include

- **Covering a range of topics**
- **Covering a range of text types**
 - Formal speech versus informal speech
 - Interactional versus transactional speech
 - Narrative versus non-narrative
- **Covering a range of performance conditions**
 - **Planning** involves preparing for a task before the task is performed. Typically it involves having time:
 - To think about a given topic
 - To prepare what to say
 - To take brief notes about what to say
 - **Time Pressure**
 - ✚ **On-line planning** involves paying careful attention to turning ideas into speech while they speak.
 - ✚ **Pre-task planning**, as in prepared talks, allows learners to focus on the range of ideas to cover and the organization of these ideas.
 - **Amount of Support** - Supported or guided tasks allow learners to operate under the most favorable conditions for production.
 - **Standard of Performance** - The fourth major performance condition affecting speaking is the standard of output expected.

Interactional speaking can be supported in the following ways

- Learners can be taught conversational strategies that can help keep the conversation going
- Having a supportive partner in a conversation can make speaking much easier.
- Repeated tasks can also be a good way of providing support.
- Spoken language uses many more multi-word units than written language. It is worthwhile memorizing some of the more useful sentence stems such as, I see, That’s right, Are you sure?

Formal speaking - requires control of content, awareness of a largely passive audience, and being the focus of attention

Informal speaking - involves tasks where conveying information is not as important as maintaining friendly relationships.

Lecture: 10-29

Features of Formal Speaking

- Transactional - Its purpose is to communicate information rather than to maintain social contact
- Long turn - speaking for several minutes

- Written influence - Often it will involve speaking from notes
- Careful style - The speaking is done in the learner's "careful" style in a clear and deliberate way
- Need to be taught - It often needs teaching as it is a skill

Ways to planning formal speaking

- The speaker can look at the ideas that will be presented and find an effective way of organizing them
- The speaker can use a standard rhetorical framework for organizing the ideas.
- The speaker can use a standard information framework
- Group planning activities can be very useful in providing help for a speaker i.e. *Moderation*

Pyramid procedure: A technique to formal speaking

The learner works alone to prepare the notes for a talk. Then the learner presents the talk to one learner using the notes, and gets feedback from that learner about the talk. Then using a *shorter notes*, the learner presents the talk to a small group of three or four learners. Finally, the talk is presented to the whole class using only brief *note cards*.

A Process Approach to Formal Speaking

- Goals and audience
- Gathering ideas
- Organizing ideas
- Making speaking notes
- Presenting and monitoring the talk

Lecture: 11-30

Language-focused learning - involves giving attention to features of the language

- Spoken or written form of these features
- General meaning of these features
- Correct use of these features

Value/advantages of Language-focused Learning

- It can speed up the rate of second language acquisition
- It may help learners to continue to improve their control of grammar
- It can indirectly provide meaning-focused

Deliberate Vocabulary Learning

It involves put emphasis on:

- Word building devices
- Regular spelling and sound patterns in words
- The underlying concept of the senses of words
- The range and types of collocations of a word

Requirements of Language-focused Vocabulary Instruction

- Vocabulary instruction should focus on useful items
- Vocabulary instruction should involve thoughtful processing
- Vocabulary instruction should avoid grouping words

Language-focused vocabulary learning value/advantages

- It speeds up vocabulary learning
- It contributes directly to implicit knowledge

- It raises awareness of the systematic features of vocabulary

Techniques and Procedures for Vocabulary Learning

At the *beginner* level, it is useful to have a rapid expansion of vocabulary through direct vocabulary learning. An effective way of doing this for older learners is to make use of vocabulary cards having the second language word on one side and the first language translation on the other

At the *intermediate* level, drawing attention to the underlying meaning of a word by seeing its use in a variety of contexts

At the *advanced* level, learners who intend to study in English at post-16 level or university need to focus on the academic vocabulary of English. This vocabulary can be found in the 570 word family Academic Word List

Lecture: 11-31

Practice activities focus on use through repeated perception or production

Consciousness-raising activities develop explicit understanding of how a grammatical construction works

Consciousness-raising activities

- Using a rule to construct a sentence
- Being given examples and having to construct a rule
- Performing rule based error correction
- Recognizing instances of a rule in operation
- Note examples of an item in a text

Garden path - encouragement of errors through incorrect analogy. In other words, “to lead someone down the garden path” means to deliberately trick someone.

Task-based sources of error

- The learners were not sufficiently prepared for the task, or control of task was not sufficient
- The other learners in the group did not provide support
- The task was not guided enough
- The learner’s self-monitoring strategies weren’t sufficient

Factors to consider when deciding what to do about errors

1. Cause of the error
2. Effect of correction

Causes of SL errors

- Interference from the first language
- Interference from SL
- Reduction to increase efficiency
- Accidental error

The Effect of Correction

In English we use the phrase “*make a mistake*”. This phrase has two parts, “make” and “a mistake”. If a teacher gives most emphasis to “making” or creative language use, then that teacher will have to be prepared to tolerate mistakes.

If a teacher gives most emphasis to “mistakes” and their avoidance, then that teacher will have to reduce the amount of “making” that the learners do.

Reducing the amount of making means getting the learners to take fewer risks in their language use and to do mainly guided activities.

For thing to get rid of mistakes

- The ability to know that a mistake has been made.
- The desire or need to get rid of the mistake.
- An internal representation of what the correct form is like.
- An opportunity to practice the correct form in real conditions.

Correction Procedures

- The teacher interrupts and corrects the error
- The teacher says “What?” each time the error occurs
- The learners practice using correct forms in their “careful” style of speaking
- The learners practice using techniques like 4/3/2
- The learners do group work

Lecture: 12-32

Fluency - the planning, comprehension and delivery of speech. It has following features in all of the four skills:

- Fluent language use involves “the processing of language in real time”
- Fluent language use does not require a great deal of attention and effort from the learner.
- If we consider the four goals of Language, Ideas, Skill, Text (LIST), fluency is a skill.

Developing Fluency/Characteristics of activities designed to develop fluency

- Message-focused activity - learners’ interest is on the communication of a message
- Easy tasks - learners take part in activities where all the language items are within their previous experience
- Performance at a high level - There is support for the learner to perform at a higher than normal level

Fluency and Accuracy

An activity that was designed to bring about an increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity.

1. Fluency is typically measured by speed of access or production and by the number of hesitations
2. Accuracy by the amount of error
3. Complexity by the presence of more complicated constructions

Designing Fluency Activities

4/3/2 technique

In this technique, learners work in pairs with one acting as the speaker and the other as listener. The speaker talks for *four* minutes on a topic while their partner listens. Then the pairs change with each speaker giving the same information to a new partner in *three* minutes, followed by a further change and a *two*-minute talk.

Prerequisites for Fluency activity

- Brainstorming the topic
- Pre-reading on the topic
- Observation of others doing the activity

- Repeated opportunities to do the activity

Lecture: 12-33

Approaches to bring fluency in listening & speaking

1. **Well-beaten path approach** - involves gaining repeated practice on the same material so that it can be performed fluently.
2. **Richness approach** - relies on making many connections and associations with a known item.
3. **Well-ordered system approach** - result of the previous two approaches. Fluency occurs because the learner is in control of the system of the language.

Four sets of goals (LIST)

1. Language item goals
2. Idea goals
3. Skill goals
4. Text goals

Lecture: 13-34

Speech and Language Development in Early Years

- Speech is talking
- Nursery rhymes encourage listening skills
- Language and speech development are different
- The first three years of life are recognized as the most intensive period for acquiring speech and language skills
- Most children develop receptive language skills before expressive language skills

Four main language skills

1. Attention and Listening
2. Receptive Language
3. Expressive Language
4. Auditory Processing/Memory

Advantages of Oral Language Development for a child

Oral language development allows a learner to:

- Communicate
- Understand the meaning of a large number of words and concepts
- Obtain new information about things they want to learn about
- Express their own ideas and thoughts

How Adults Talk with Children Matters

- **Turn-Taking** - The richest talk involves many “back-and-forth” turns in which the provider builds on and connects with the child’s statements, questions and responses.
- **One-On-One** - Talking one-on-one gives the provider a chance to repeat (say back), extend (add to), and revise (recast or restate) what children say.

- **Description** - Narrating children's activities is a way for caregivers to not only introduce new vocabulary but also encourages deeper understanding of new words

Lecture: 13-36

Types of Talk at the Computer

1. Disputational talk - characterized by disagreement and individualized turn-taking
2. Cumulative talk - characterized by repetitions, confirmations and elaborations
3. Exploratory talk - group engages critically but constructively with each other's ideas, and statements or suggestions

Problems may arise when groups work at the computer

- Children may understand what is required by the program, but they do not understand the intended purpose of their talk together
- Self-appointed group leaders emerge and impose an inappropriate style of working on the group
- Friends tend to agree with one another on principle, and less confident children make no contribution at all
- Encouraged by the game-play feel of some software, talk may be of a casual or social nature.

Ground rules for exploratory talk

- Everyone in the group is encouraged to contribute
- Contributions are treated with respect
- Everyone is prepared to accept challenges
- Alternatives are discussed before a decision is taken
- All relevant information is shared

Lecture: 13-37

Constraints that beset the assessment of classroom talk

- The pressure of numbers
- The ephemerality of the medium
- The power that context has over the behavior, confidence and language use
- The way in which such behavior can further alter the context

Self-assessment

The role of considering and recording their own talk can be provided by completing a 'talk diary'. This can build up a picture of children's talking and listening activities over a finite length of time.

Talk Diary can fulfil several purposes

- Record the child's strengths and weaknesses in speaking and listening
- Focus the child's attention on the value of speaking and listening
- Build up a picture over time of speaking and listening activities
- Provide evidence for informal ongoing assessment
- Contribute to planning of activities

Lecture: 14-39

Why the Nature of Speaking is a Challenge for Test Designers

- Understanding the construct
- Test formats and task types
- Genres and skills

High-stakes testing - a term used to describe any test that has a major influence on the life of the test taker. While it could be argued that any test has an effect on the person taking it, significant barriers are placed before those who fail some tests, and are raised for those who pass them.

Internet-based Teaching English as a Foreign Language (TOEFL) speaking test

The TOEFL speaking test

Six tasks in TOEFL are designed to test different aspects of speaking.

- Two ('independent') call on the candidate to express an opinion on a familiar topic
- Four others ('integrated') ask the candidate to speak in response to written or spoken material that provides input.

The IELTS speaking test

The IELTS speaking test is conducted with a face-to-face interlocutor/examiner. It is a test with a stronger focus on holistic communicative skills than on the hierarchy of separate language facets underlying the TOEFL test.

Each test lasts 10 to 15 minutes and is recorded. A three-stage interview takes place:

- In the first stage, general and familiar topics for around 4 minutes.
- In the second stage, a card with a prompt is presented to the candidate and they are asked to prepare what they are going to say (around 1 minute) and then speak in monologue for 2 minutes about the given topic.
- In the third stage, a dialogue at a more abstract level is developed between the examiner and the candidate out of the material in part 2.

Measurement of four areas of speaking in IELTS

1. Pronunciation
2. Fluency and coherence
3. Lexical resource
4. Grammatical range and accuracy

Knowledge of Language and Life (KOL test)

This test is a hybrid between an assessment of knowledge and of language. The KOL test consists of 24 multiple choice format questions based on general knowledge of British life and culture. Applicants need to show that they have reached Entry Level 3.

Lecture: 14-40

Features of listening and speaking tests that affect their reliability

- A listening test will be more reliable if the material that the learners listen to is on tape.
- A test is more reliable if it has several points of assessment
- A test is more reliable if it can be marked in relation to a set of correct answers
- A test will be more reliable if the learners are all familiar with the format of the test

Practicality of test can be looked at from several aspects

- Economy of time, money
- Ease of administration
- Ease of interpretation

Listening Tests

Dictation

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it.

Partial Dictation

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

Text with Questions

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

Recorded Cloze

The learners listen to a tape recording where every 15th word has been replaced by a “bleep” sound and with pauses at the end of each sentence. As they listen the learners write the missing words

Main aspects of direct procedures for testing speaking

1. The way in which the person being tested is encouraged to speak
2. The way in which the speaker’s performance is assessed

Speaking Tests

Interviews and Scales

Each learner is interviewed individually. The interviewees are scored on rating scales from one to five for each of fluency, intelligibility, grammatical correctness, richness of language

Dycoms (Split Information)

The learners are divided into two equal groups. All the people in group A have a sheet with 50 items on it. Those in group B have a slightly different sheet.

The learners in each pair describe their items to each other and decide if they are the same or different. They must not show their pictures to each other.

Conversational Cloze

The learners are given a transcript of a conversation. Every seventh word is omitted from the transcript. The learners have to write in the missing words.

Paradigm - a framework for ideas which includes definitions of key terms and the relationships between them. Different research approaches are often called ‘paradigms’

Lecture: 15-42

Approaches Towards Researching Speaking

1. Quantitative
2. Qualitative
3. Ideas-Based

Quantitative and Qualitative Approaches towards Researching Speaking

Quantitative approaches tend to analyze data in terms of pre-existing categories and the researcher then seeks to investigate the nature of these items in the data.

Qualitative paradigm is that it works from the 'inside' of instances of talk towards patterns and regularities and is able to uncover aspects that the investigator may not have imagined existed. 20 per cent or less of research in applied linguistics is carried out by qualitative means.

Conversation analysis (CA) - seeks to understand the nature of speech primarily from observation of non-elicited data and through this process gain insights about broader patterns and meaningful regularities appearing in the interaction.

Lecture: 15-43

Status of Speaking in Classrooms

- The primary mode in which 'natural uptake' can occur
- A powerful tool for developing automatic and fluent output
- The ideal medium for the exploration of language

Aspects of spontaneous speech

- Speaking is fundamentally an interactive process
 - Speaking happens under real-time processing constraints
 - Speaking is more fundamentally linked to the individual who produces it than the written form is.
-