

Developing Speaking Skills



Why do we teach Speaking?

- „During all my life, I have been doing grammar and reading, but nobody has taught me how to **speak** English. I couldn't survive the most basic tasks.“

Developing Speaking Skills

- **Why do we teach Speaking Skills?**

- Speaking Test / Final exam

- Speaking for Testing (Schulaufgabenersatz)

- Speaking for everyday life

- telephone conversations at work

- being a tourist

- helping tourists/ foreigners in Germany

What problems do we encounter in the classroom that make teaching speaking skills a difficult task?

- Classrooms crammed with furniture
- Unmotivated students
- Students' lack of vocabulary
- Students' lack of grammar
- Too many students in one classroom
- Teachers feeling useless if they allow their students to produce faulty English

What do students need to produce speech?

- only about 150 words are needed to produce everyday language (+ high frequency „grammar words“ like ,and`, ,but`, ,so`, etc.)
- mostly memorised chunks joined together for various situations (,I have got ...`)
- Core grammar
(Do we really need Simple Past - Present Perfect, conditionals etc. for speaking?)

What do students need to produce speech?

- **Linkers** (,then`, ,because`, ,suddenly`)
- **Circumlocution strategies** (getting around a word I don't know)
- **Strategies for interactive communication** (active listening, taking up what the speaker has just told you, gestures, etc.)
- **Correct word stress and pronunciation**

Speaking-related Skills

■ Listening Skills

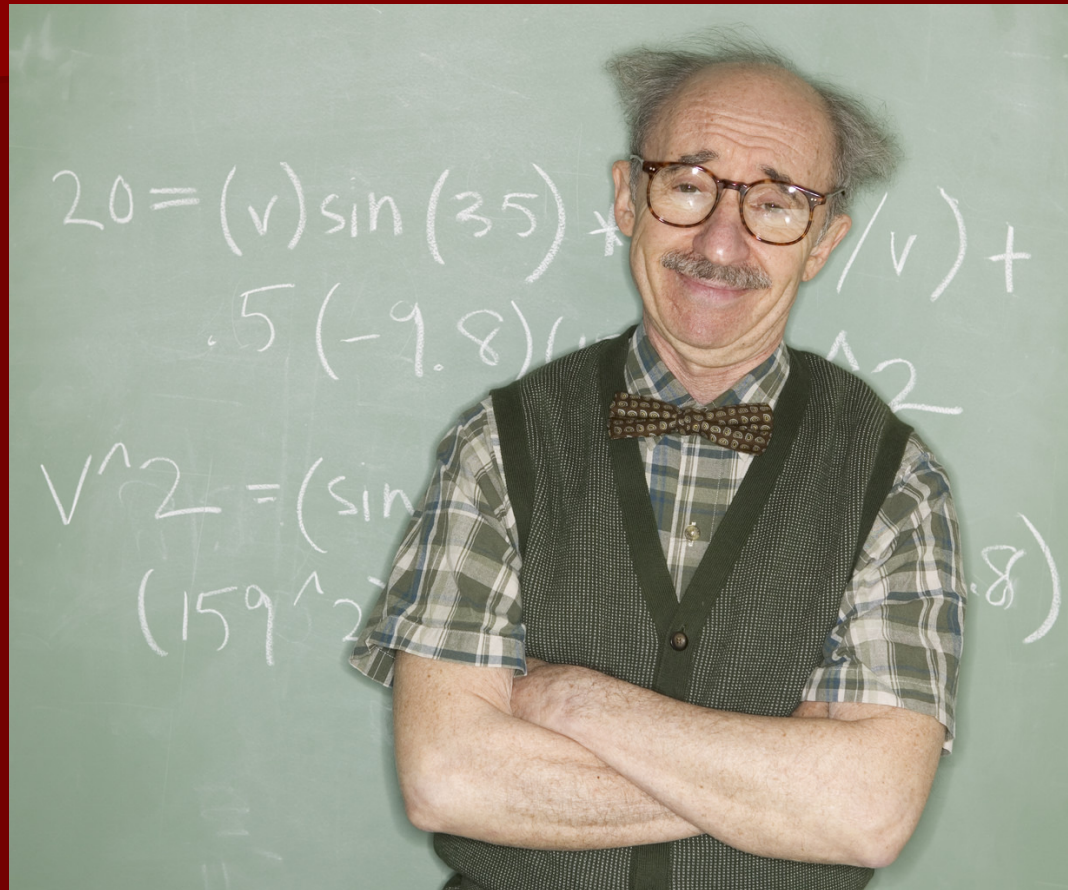
- ◎ ability to develop a conversation
- ◎ imitation of word stress and pronunciation
 - (→ teacher as role model)
- ◎ expanding basic vocabulary by being exposed to varied language

■ Interactive communication skills

Teacher as role-model

- Am I good enough to be a role model or should I expose my students to native-speakers only?
- Should I stick to my favourite 10 or 15 class-room phrases or use more varied language?
 - 👍 great, excellent, fantastic, superb, marvellous, staggering, awesome, magnificent, brilliant, perfect, outstanding, amazing, astonishing, incredible, unbelievable

Let's try things out



But ...

Examples don't work for everyone

– reflect on given tasks:

- What do the students have to do (*How can I explain the task?*)
- What is the role of the teacher? (*pre-tasks, during activity*)
- What does the activity practise? (*purpose*)
- What changes will I have to make to use it in „my“ classroom?
- What possible alternatives are there? (*fine-tuning*)

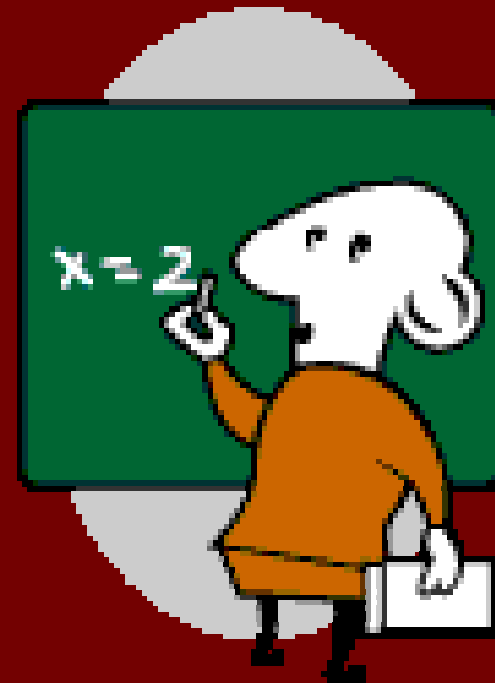
Activity overview

Developing Speaking Skills

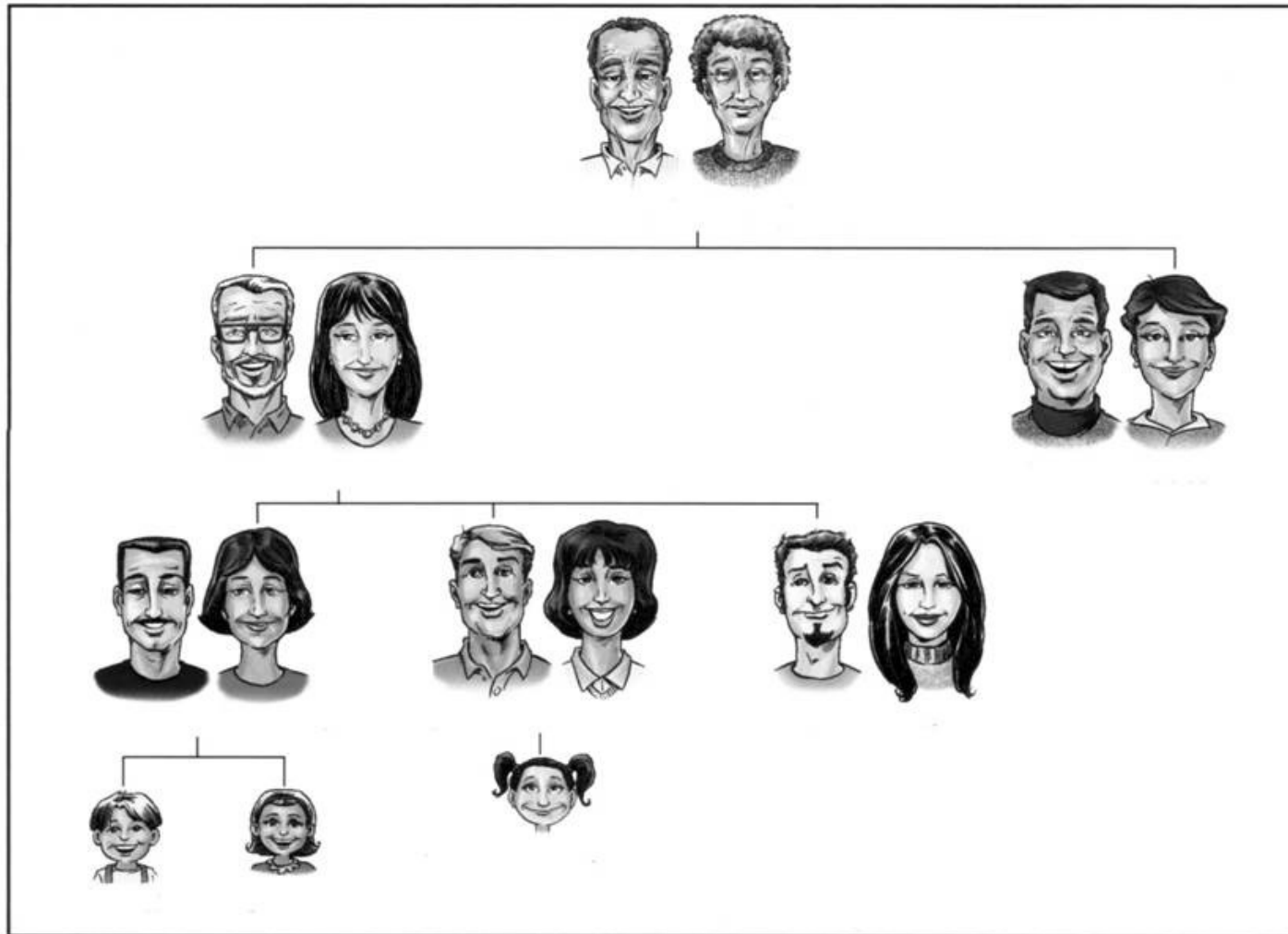
| <u>Activity</u> | <u>Instructions</u> | <u>Ziel</u> | <u>Varianten</u> | <u>Für Klasse(n)...</u> |
|--|---|--|--|---------------------------------------|
| Information gap activities | | | | |
| Polite questions | Jeder S hat 2 vorgegebene Informationen; alle weiteren von verschiedenen Schülern in der Klasse erfragen | Fragestellung Landeskundliche Informationen | Statt „polite“ questions: scrambled words → daraus Frage erstellen; Fragen inhaltlich an Jahrgangsstufe anpassen | 9/10, in vereinfachter Variante: alle |
| Describing people | → siehe Handout | Personenbeschreibungen Vocabulary Asking for clarification, ggf. Buchstabieren | Who's who Siehe auch bei paired activities | Ab 7. |
| Who's who | → siehe Handout Gruppenspiel | Personenbeschreibungen Vocabulary Asking for clarification | Describing people Siehe auch bei paired activities | Ab 7. |
| Paired activities | | | | |
| Paired interviews (and reporting) | → Man stellt sich gegenseitig Fragen. (Beispiele für Nicht-Standard-Fragen siehe Handout.) Die Ergebnisse muss man dann einer dritten Person im Raum mitteilen: This is Andrea... | Erste Runde: Fragen stellen, persönliche Informationen geben (Speaking Test Teil 1) Teil 2 ggf: indirekte Rede üben, Gedächtnistraining | Anwendung auf Texte: Text teilen, jeder liest einen Abschnitt und berichtet darüber: 5 – Bonnie to the rescue 7 – An urgent phone call | alle |

Activities

- Paired interview
- Inner/ Outer Circle
- Find someone who ...
- Family tree



Family Tree



Activities

- Something you broke
- The Coke Machine
- Name the country
- Doctors and Nurses
- Noughts and Crosses
- Oldtimers and Newcomers



Activities

- Apples
- Mime story
- The Appointment
- The stupid monkey
- Language Stretching
- Five-minute-activities
- Game: „Tell your group“



Thank you

for listening

&

speaking!

