

SESSION: Teaching Speaking and Developing Fluency

Date: 20 November 2016

Time: (1.5 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Create activities for students to produce meaning-focused spoken output
- Understand the difference between teaching language features and developing fluency

Step 1: Warm-Up – Don't Say Yes or No ----- 10 mins

Participants ask different questions to try to get the person standing to say “yes” or “no”. The one standing must respond quickly with different answers, and after they have said yes or no (or paused for more than a few seconds), the one who asked that question stands up.

Step 2: Speaking Principles ----- 10 mins

What is the difference between speaking/writing (output) and reading/listening (input)?

Why is being able to speak important? (meaning-focused output) Why is it important for LANGUAGE DEVELOPMENT?

- Noticing/triggering (noticing gaps, using learned items in new contexts)
- Hypothesis testing (trying something and modifying it based on success or feedback)
- Reflective functions (using language to solve language problems)

What to aim for when teaching speaking:

- Beginners – work on accuracy (foundation) not fluency. Build vocabulary and understanding
- Intermediate – focus on fluency – gain confidence and communication skills
- Advanced – focus on details in accuracy and fluency

What are the best activities to practice speaking for different levels

Step 3: Activities for Speaking ----- 15 mins

Beginner speakers – how do they learn? Repetition and memorization

-Have participants brainstorm key phrases beginners need- talking about yourself, everyday life, classroom expressions, high frequency words/phrases. Students need to begin by memorizing useful phrases, then begin recognizing and practicing patterns.

-repetition

Model example substitute table with “I like [activity]” followed by adding “love” and “hate” substitutions. Memorizing dialogues allows for more elaborate practice, and the same principle can be applied to produce branching dialogues. - Present a branching introduction dialogue with “Im from Comoros/Im from America”, then have participants practice following the branches in pairs.

Intermediate:

Work on building fluency. Examples of this?

Alibi activity – choose two students to be the “suspects”. They were seen leaving the scene of the crime.

The rest of the students are police officers. They must try to find holes in the alibi.

Suspects leave the room for 10 minutes to work together to discuss their alibi. They return one at a time and are questioned by the “police officers”. Police officers try to ask questions to determine suspicious information about the crime.

The CLAC was robbed yesterday at midnight. Two suspects were seen leaving the scene. One was wearing a big green hat; the other was wearing a yellow Donald Trump t-shirt. At the scene a white motorcycle was found. This morning _____ and _____ were taken into custody. Your job as police officers is to interrogate the suspects and find out if their alibi is solid.

Advanced Students:

How do we make this more complicated for advanced students? Language production.

Cooperative learning

- students must solve a problem. The activity focuses on a task that has a real world outcome
- all members have a viable role

- no right answers

Present “Starting a New Civilization” Activity (at end of document)

Step 4: Developing Fluency - 4/3/2 Speaking ----- 15 mins

What is fluency? Define and discuss value

How do we develop fluency? What conditions are needed?

- Everything should be largely familiar (no unknown vocabulary/grammar)
- The focus should be on receiving or conveying meaning (no focus on language features)
- Push to go faster and more smoothly

Introduce participants to 4/3/2 technique – split into pairs and one will talk for four minutes about a topic (give a prompt) rotate partners, and speak on same topic for three minutes, then rotate again and speak to a new partner for 2 minutes

Step 5: Conclusion ----- 5 mins

What was the difference between the first time you told the story and the last time you told the story?

Were you able to convey all the information? Were you able to change what you said?

Why is this activity useful?

Handout 5: Starting a New Civilization

Collaborative Learning Example, Speaking Activity

War has just taken place! Most of the world was destroyed. However, you, the delegates of the United Nations (UN), have just learned that one small, uninhabited island 300 miles off the coast of (Australia/Africa/Asia) has not been completely destroyed. Scientists think that the plants on the island may be damaged by fallout of the weapons used, but the soil will not be ruined.

Unfortunately, there is only time for one small airplane at an airport to make it to the island. Aside from the pilot, the plane can carry only six people. But there are 10 people at the airport who want to get on the airplane. As delegates of the UN, you have one hour to decide which six of the following people will live, and which four must die.

Consider:

Remember, as you decide on a basis for selecting people, that the six people you choose will have to start a new civilization.

Decide:

Possible Survivor #1: A woman of religion (age unknown)

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #2: A sterile doctor (male, age 46)

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #3: A female singer (age 30)

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #4: A policewoman with a gun

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #5: Male subsistence farmer

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #6: The farmer's wife, who is pregnant

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #7: Male judge (age 41)

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #8: Female university professor (34)

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #9: Soldier from a nearby island with a spear

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____

Possible Survivor #10: Sick female agricultural scientist

Reasons in favor of survival: _____

Reasons against survival: _____

Conclusion of committee: _____