



# Teaching Speaking

---

Methodology 1B



# Teaching Speaking

---

- Listening and speaking are the two most important skills in TEYL.
- Learning to speak fluently and accurately is one of the greatest challenges for all language learners.
- Speaking is the most demanding skill to teach.



# Teaching Speaking

---

- What do fluent speakers know?
  - how to communicate and how to contribute spontaneously
  - what is appropriate to say in certain situations
  - how to manage and interrupt conversations

To be able to speak fluently in a foreign language requires a lot of practice. It starts with practising and drilling set phrases and repeating models.

- Drills are mechanical but still useful activities. Remember – children are just parroting, this can be done with their mind switched off!  
Do not use drills for a long time.



# Teaching Speaking

---

- Drills

- several kinds of drills:

- chain drill

- substitution drill

- transformation drill

- Error correction



# Teaching Speaking

---

- All speakers of English use chunks. Some are fixed (See you later), others can be competed (have you got).

Chunks help to produce language faster, speakers do not have to think of the individual words.

Children use more chunks than adults. It is easy for children to pick chunks up.

Teachers can also explicitly choose to teach set phrases as chunks as in the following example:



# Teaching Speaking

---

- A: <What do you like>?  
B: <I like> pizza.  
A: <What do you like>?  
C: <I like> chicken.

A is fixed chunk presented and practised as a whole. B and C are partially fixed chunk which the children complete by substituting the original dialogue.  
This dialogue is drill-like and limited, such practice should be fun and meaningful as possible.

Example: Mime an animal. Are you a ...?

All Qs have the same pattern BUT it is a guessing game and the purpose of the activity is meaningful.



# Teaching Speaking

---

- Other games:

I spy...

What's the time Mr Wolf?

[http://www.gameskidsplay.net/GAMES/chasing\\_games/wolf.htm](http://www.gameskidsplay.net/GAMES/chasing_games/wolf.htm)

I went to the market and got some apples, bananas, and pears...

What's he/she doing? He's/She's ...ing.

Teddy: Do you like...? Yes, No.

In these activities children often copy an original text and use it as a model to create their own.



# Teaching Speaking

---

- Exercise:  
Talk about yourself and your friend.

*I like football and swimming. I also like drawing and volleyball. I don't like skiing or tennis. Hoot likes computer games and music. He also likes cycling and basketball. He doesn't like skating or dancing.*

Children are supported by this model as to how much to say, how to construct the sentences and what kinds of activities to mention. The advantage is that this practice is personalized and gives everybody a chance to talk.

Dialogues may lead to role-play or interviews which may require some spontaneous, creative language use.





# Teaching Speaking

---

- Examples:

*A: What have you got in your pocket?*

*I'm not telling you.*

*Oh, please?*

*O.K. It's a frog.*

*B: What have you got in your pocket?*

*I'm not telling you.*

*Then don't.*

Children can choose the dialogue they want to follow.

Role-play:

Children are pretending to be someone else like the teacher, shop assistant etc.

1 role play for beginners, they can use Teddy.

# Teaching Speaking

- A: Good morning. Can I help you?  
B: Yes, please. I'd like an ice cream.  
A: Here you are.  
B: How much is that?  
A: 45p. Thank you.  
B: Thank you.  
A: Goodbye.  
B: Goodbye.



# Teaching Speaking

- 2 next stage:  
asking for different things:  
*a bar of chocolate, a bottle of  
lemonade, a packet of crisps*  
he price will be changed too





# Teaching Speaking

---

- In real role play the language used comes from the pupils themselves, so the pupils have to be familiar with the language needed before you can do the role play.  
You need two cards:

## Customer

You go into a shop  
To buy st for Saturday  
evening. Here are some  
things you can ask for.

Remember to be polite.

## Shop assistant

You work in a shop.  
A customer comes in.  
Here are some prices:  
50 p, 60p, 40p.

Remember to be polite.  
You start the conversation.