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| **Handouts for Students** |
| **Topic: Teaching Methodology for Speaking skill**  **Lesson 7: Basic concepts of speaking skills and sub-skills** |

1. **What are speaking skills?**
   1. The aspects of speaking skills

As a language teacher who develops students’ speaking skill, It is important to know about the basic knowledge of what speaking skills are.

Speaking is one of the four language skills: reading, writing, listening and speaking. It is a productive skill. That means that unlike listening and reading, it involves producing language rather than receiving it. ( Spratt.etl., 2011 ) When we say something to someone to understand what we speak clearly, we may use different features of speaking skills. Here are some features used in speaking meaningfully. 

To be replaced

1. **Verbal Speaking**

In verbal form of speaking, we must use all features of *connected speech to convey our message. We use intonation, word stress, sentence stress, correct* pronunciation, linking and contractions to help convey our meaning.

1. **Nonverbal Speaking**

In nonverbal form of speaking, we use gestures, facial expressions and body movement. We can guess the meaning of what the other says by seeing his/her gestures.

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1. **Functions (the reason why we speak**)

To clarify our meaning easily, we also use the functions for the purpose of communicative speaking in a particular situation. We do so for a reason. ( e.g. for the purpose of clarification, if someone wants to understand what he/she says to others, he/she can says, ‘What I mean is……..’ , asking for opinions ‘ What do you think?’, agreeing (Yes, that’s right ) and so, there are also used to keep communication going.

1. **Text type**

In addition, when we speak something to someone, we have to deal with different text types (discourse) according to our communicative purposes, e. g. giving instruction, conversation, discussions or telephone calls, giving presentations, telling stories and so on.

* 1. **Sub-skills of speaking**

Speaking is a complex activity which involves putting a message together, communicating the message, and interacting with other people ( Cora Lindsay, 2006 ). It, therefore, involves several subskills as follows;

* **Making use of grammar, vocabulary and functions**

Example: In Grade 1, Unit3- Lesson 1. Food I like, the grammar about making question type sentence is taught, such as ”Do you like-----?” “Yes, I do.” or “No, I don’t like.”

* **Making use of register to speak appropriately** (The words, style and grammar used by speakers in a particular situation)

Example, In Grade 2, Unit1- lesson 3. ”How are you feeling?” teach appropriate way of asking someone’s feeling.

* **Using features of connected speech**

Example: Grade 2, Unit 8-lesson3 Telling time focuses how to pronounce the connected words in speech, such as “What **TIME** is it?” pronounce like “Wha-timiz it?”

* **Using body language**

Example: Grade 2, Unit 1- Lesson 1, When students introduce someone, they points hands to the person to be introduced as gesture.

* **Producing different text types**

Example: In Grade 2, Unit 2-lesson 6, A Lost Frog, students learn how to tell the story to friends. It is one way speaking. On the other hand, Grade 2, Unit 8-lesson 6 “My Daily Life” teach making conversation about daily routines to friends. It is two way speaking.

* **Oral fluency** ( speaking at a normal speed, with little hesitation, repetition or self-correction, and with smooth use of connected speech )

Example: In upper primary, children are expected to speak fluently in English.

* **Using interactive strategies** (ways of keeping people interested and involved in what we are saying)

Example: Children learn how to suggest the things to other people by using phrase like “Let’s ……..”.

(Spratt. etl. (2011 )

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| **Definitions of 3 major words in sub-skills**  According to the sub-skills mentioned above, fluency, accuracy and appropriacy are major parts in oral communication. There are definitions of these major parts.  **Fluency:**  According to the British Council, n.d.fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Fluency helps ensure that our listener will keep on listening to us without getting bored or irritated by too many hesitations or too slow a pace of speaking. In this case, it intends to communicate our ideas as naturally as possible. We should not be afraid of making mistakes. To be a fluent speaker, it can take many years.  **Accuracy:**  Quoting from the British Council, n.d. accuracy refers to how correct learners’ use of language system is, including their use of grammar, pronunciation and vocabulary. In the other words, accuracy is the ability to speak or write without making any grammatical, vocabulary, pronunciations and other errors.  **Appropriateness:**  It is the use of the appropriate degree of formal speech style or informal speech style that suits a situation, suitable words and grammar in speaking.  In a formal speech, we need more for precision in grammar and vocabulary (e.g. a teacher in a classroom greets the students in the morning, “ Good morning, class.”, but in an informal speech, although the words can be short, more frequent and less need for precision, it will be more interactive.( someone greets someone else friendly,” Hi, guy!”). |

**WORK SHEET (1) Lesson-7**

1. Is speaking a “Receptive skill” or a “Productive skill”? Tell the reasons too.

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1. Categorize the following key words to match with verbal speech or nonverbal speech.

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| Key words | Verbal speech | Nonverbal speech |
| 1. Correct pronunciation 2. Gestures 3. Intonation 4. Facial expression 5. Stress 6. Body movement |  |  |

1. Choose the suitable type of function and text type from the following lists of functions and text types for each sentence given in the table. No.1 has already given as an example.

The lists of functions and text types

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| --- | --- |
| Different types of functions | Different text types |
| 1. Asking permission 2. Greeting 3. Talking about personal habits 4. Explaining 5. Expressing opinion | 1. Telephone call 2. Interview 3. Presentation 4. Recounting 5. Conversation |

Fill the suitable function and text type in the given table.

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| **Sentence ( spoken words)** | **Type of Function** | **Text type** |
| Example: “Hello, I am Julia. Could I speak to Jamie, please?” | Asking permission | Telephone call |
| 1. “I don’t think global warming is going to be the problem that everybody says it is.” |  |  |
| 1. “The bus broke down on the motor way, so we were all stranded until help could arrive.” |  |  |
| 1. Greta: Tim, hello. Fancy bumping into you here. How are you?   Tim: Oh hi Greta. Yeah, I’m doing fine, thanks.  Wow, what a surprise. |  |  |
| 1. Interviewer: “What do you usually do in the evening?”   Interviewee: “Well, after I have had my dinner I usually watch some TV and chat with my parents.” |  |  |

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