



Guided reading worksheet

Chapter 21

Issues

Think about the following questions and make a note of your answers.

- 1 How is spoken English grammar different from written grammar?
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- 2 How far are introverts disadvantaged as language learners compared to extroverts? What advantages do introverts have over extroverts?
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- 3 What is the best way to handle learner requests for constant error correction, even during fluency activities?
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- 4 Students are often inhibited from speaking because they think they have a strong accent. What would you say to a student in this situation in order to encourage them to speak more in fluency activities?
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- 5 What cultural issues can have an impact on the successful teaching of speaking skills to multicultural groups?
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Discuss

Find a colleague to discuss these issues with. If they have a different opinion from yours, find out why. At the end of the conversation, summarise where you agree and continue to disagree, and why.

Check

1 Match the words and phrases in the box to the definitions (1–9).

simulation repair strategy buzz group lexical phrase ellipsis
discourse marker adjacency pair quickspeak Fishbowl

- 1 a fixed utterance in everyday spoken English such as ‘See you later’ or ‘Won’t be long’
- 2 a feature of spoken English whereby words are omitted to make communicate faster and more efficient, e.g. ‘Are you ready?’ becomes ‘Ready?’
- 3 an exchange between speakers with a fixed character, e.g. ‘How are you?’ and ‘Fine, thanks. And you?’
- 4 a way for students to handle breakdowns in their communication, e.g. if they can’t remember a word, they can use a phrase like ‘What’s the thing you put a plug into called?’
- 5 a phrase by which students can structure and signpost their messages for listeners, particularly in prepared talks, e.g. ‘So just to explain this a little, let me give you an example ...’
- 6 a speaking exercise in which students have to integrate into their speech previously written words, phrases, questions and/or sentences

- 7 a short often improvised activity which encourages students to speak on a variety of topics simply to build fluency
- 8 a short informal discussion that can be used to brainstorm feelings about a topic or express opinions about or a reaction to the content of a listening or reading text
- 9 a fluency activity in which a possible scenario from the life of the students is played out and practised by the students as themselves (different from a roleplay, where the students take on a role other than themselves)

2 'Listenership' is having a set of listening skills which can help conversation partners to speak effectively. Complete the list below with your own ideas of key listening skills.

- 1 Signal that you are paying attention with phrases such as 'I see'.
- 2
- 3
- 4
- 5

3 Name three things that teachers can do to help students relax and feel confident about speaking in class.

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Evaluate

4 What are the advantages of using repetition-style activities, e.g. repeating the same or similar dialogues, for teaching speaking?

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5 How can the integration of drama and dramatic dialogues enhance the teaching of speaking skills in the ELT classroom?

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6 What do you see as the main advantages and disadvantages of having students prepare a full transcription of a presentation they have to give in class?

	Students prepare a full presentation transcription
Advantages
Disadvantages

Action

- 7** Design a motivating classroom activity which involves having a guest speaker visit the class. Plan, if possible with your students, who the guest speaker might be and what they might talk *and* be interviewed about. Then invite a person yourself, or delegate the finding and inviting of a suitable person to the students. Note: you can also run this exercise as a roleplay if the person to be invited cannot or is unlikely to attend.

In advance of the guest speaker's visit:

- send the speaker an agenda for the session which includes a short presentation section (five minutes) and a longer question and answer (Q&A) session (twenty minutes).
- brainstorm questions which the class would like to ask during the Q&A. Brainstorm some possible answers to these questions, and encourage the students to come up with potential follow-up questions.
- send the guest speaker a list of likely student questions in advance to help them prepare.

During the visit:

- encourage the students to take notes during the presentation/interview, including not simply the details of what was said, but what was most interesting, controversial, etc.

After the visit:

- put the students into groups to discuss what they heard, compare their notes and prepare a summary which they should present to the class.
- have a feedback session with the class, asking what they learnt from the exercise.

- 8** Plan a speaking activity which involves the students making short video recordings of themselves speaking. They can use the recording facilities on their mobile phones. The videos should be no more than three minutes and can be on one of the following topics – or you can let the students choose their own topic:

- Me, my family and my interests
- Something I believe strongly in
- A great travel experience I had
- Something I am very good at
- An example of culture from my country

Give the students time to plan what they want to say, but encourage them not to write a script. They should simply prepare ideas which they can then speak fluently about to camera. In addition to preparing their presentations, the students should also prepare five questions (with answers) to test the understanding of other students who will watch the video, and to find out what they like about the video or find interesting in it.

Finally, plan how best to manage the video viewing in class, either in pairs or in small groups. After the activity, think about uploading some or all of the videos to a Facebook site as a record of the students' work.

2 (Suggested answers) Show interest in the speaker with verbal and non-verbal behaviour, be able to interrupt politely, know how to give way and allow interruptions, be able to ask questions which engage people to speak

3 (Suggested answers) Play background music, match student level to task, use pair- and groupwork rather than insisting that individuals speak to the whole class

4 (Suggested answers) Students get additional opportunities to master new grammar with repetition; students can learn how speak well – to intone, articulate and pronounce words – when reciting poems and speeches; scripts can give less extroverted students a secure framework to develop speaking skills, rather than having to rely on their own words.

5 (Suggested answers) It helps generally to build confidence with speaking; it offers practice of actual models of spoken English; theatre develops student empathy for others, e.g. characters in a dialogue; when performing, students can practise paralinguistic features of communication, e.g. facial expression, gesture.

6 (Suggested answers) *Potential advantages:* students can feel more confident when presenting with a transcript; they can work on and integrate vocabulary and grammar which they want to practise; they can build a message which is clear and engaging. *Potential disadvantages:* students read out their transcript in a way which does not engage the audience; planning in this way reduces the opportunity to improvise and interact with the audience when speaking; reading reduces opportunities to practise other key paralinguistic aspects of presentation, such as gesture and movement.