

## LECTURE NOTES: Teaching Speaking Skills

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### 1. Understanding Speaking as a Skill

#### What Is Speaking?

- A **productive oral skill**.
- Involves **linguistic competence** (grammar, vocabulary, pronunciation).
- Requires **sociolinguistic competence** (appropriateness, register, tone).
- Depends on **strategic competence** (repair strategies, fillers, paraphrasing).

#### Key Components of Speaking

- Pronunciation (segmental & suprasegmental features)
  - Fluency
  - Accuracy
  - Interactional competence
  - Discourse management
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### 2. Fluency vs. Accuracy

#### A. Accuracy-Oriented Speaking

##### Definition

Focus on **correct language use**:

- Grammar
- Vocabulary
- Pronunciation

- Sentence structure

### **When to Focus on Accuracy**

- Controlled practice stage
- Introduction of new language
- Exam preparation
- Error correction sessions

### **Techniques for Accuracy**

- Drilling (substitution, transformation drills)
- Guided dialogues
- Sentence completion
- Picture description with target grammar
- Immediate corrective feedback

### **Teacher's Role**

- Language model
  - Corrector
  - Monitor
  - Provider of clear input
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## **B. Fluency-Oriented Speaking**

### **Definition**

Focus on:

- Meaning
- Communication
- Flow of speech
- Confidence

## Characteristics of Fluency Activities

- Real-life simulation
- Minimal interruption
- Delayed correction
- Emphasis on communication success

## Techniques for Fluency

- Information gap tasks
- Discussions
- Problem-solving tasks
- Storytelling
- Debates

## Teacher's Role

- Facilitator
  - Observer
  - Feedback provider after activity
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## C. Balancing Fluency and Accuracy

- Start with **accuracy-focused preparation.**
- Move to **fluency-focused communication task.**
- End with **feedback and correction stage.**

This follows the PPP model:

- Presentation
  - Practice
  - Production
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### 3. Activities for Improving Pronunciation

#### A. Teaching Segmental Features

##### Individual Sounds (Phonemes)

- Minimal pairs (ship/sheep, bat/bad)
  - Sound discrimination tasks
  - Repetition drills
  - Phonetic symbols practice
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#### B. Teaching Suprasegmental Features

##### Stress

- Word stress marking
- Sentence stress highlighting content words

##### Intonation

- Rising intonation (questions)
- Falling intonation (statements)

##### Rhythm

- Clapping stress patterns
  - Jazz chants
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#### C. Pronunciation Activities

- Tongue twisters
- Shadow reading

- Recording and self-assessment
  - Role-play with intonation focus
  - Reading aloud with emotion
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## **4. Developing Conversation Skills**

### **A. Teaching Conversation Strategies**

Students must learn how to:

- Start a conversation
- Maintain interaction
- Interrupt politely
- Ask for clarification
- End a conversation

### **Useful Language Practice**

- “What do you think about...?”
  - “Could you repeat that?”
  - “I agree/disagree because...”
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### **B. Structured Conversation Activities**

#### **1. Information Gap**

- Each student has different information.
- They must speak to complete the task.

#### **2. Think–Pair–Share**

- Individual thinking

- Pair discussion
- Whole-class sharing

### **3. Speed Chatting**

- Short timed conversations
  - Rotate partners
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## **5. Teaching Discussion Techniques**

### **Objectives**

- Develop critical thinking
- Encourage argument formation
- Practice turn-taking

### **Discussion Skills to Teach**

- Expressing opinions
  - Supporting arguments
  - Agreeing/disagreeing politely
  - Summarizing others' ideas
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### **Discussion Formats**

#### **Small Group Discussions**

- 3–4 students
- Assigned roles (leader, note-taker, reporter)

#### **Panel Discussions**

- One group discusses
- Others observe and evaluate

### **Problem-Based Discussions**

- Real-life issue
  - Students propose solutions
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## **6. Promoting Student Interaction**

### **Why Interaction Matters**

- Increases speaking time
  - Reduces anxiety
  - Encourages peer learning
  - Builds communicative competence
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### **A. Pair Work**

#### **Benefits**

- Safe environment
- More speaking time
- Immediate peer feedback

#### **Examples**

- Role-play dialogues
  - Question–answer practice
  - Peer interviews
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## B. Group Work

### Benefits

- Collaborative learning
- Exposure to diverse ideas
- Development of negotiation skills

### Teacher Responsibilities

- Clear instructions
  - Time management
  - Monitoring without dominating
  - Post-task feedback
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### Classroom Management Tips

- Establish clear speaking rules
  - Use time limits
  - Assign roles
  - Encourage equal participation
  - Rotate partners regularly
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## 7. Task-Based Speaking Activities

### What Is Task-Based Learning (TBL)?

- Focus on **meaningful communication**
- Students use language to complete a real-world task
- Outcome-oriented

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## A. Debates

### Objectives

- Develop persuasive speaking
- Improve argument structure
- Encourage critical thinking

### Procedure

1. Introduce topic
2. Assign positions (for/against)
3. Preparation time
4. Debate session
5. Feedback and reflection

### Skills Developed

- Fluency
  - Vocabulary expansion
  - Logical reasoning
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## B. Role Plays

### Purpose

- Simulate real-life situations
- Practice functional language

### Examples

- At the airport

- Job interview
- Doctor–patient conversation

## **Benefits**

- Builds confidence
  - Encourages creativity
  - Reduces fear of real-life communication
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## **C. Storytelling**

### **Why Storytelling?**

- Enhances fluency
- Improves narrative skills
- Develops discourse competence

### **Techniques**

- Picture-based storytelling
- Story completion
- Personal experience narration
- Chain stories (each student adds a part)

### **Focus Areas**

- Sequencing words (first, then, finally)
  - Past tense accuracy
  - Expressive intonation
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## 8. Error Correction in Speaking

### When to Correct

#### During Fluency Activity

- Only if communication breaks down

#### After Activity

- Delayed correction
  - Write common errors on board
  - Elicit corrections from students
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### Types of Correction

- Self-correction
  - Peer correction
  - Teacher correction
  - Recasting
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## 9. Assessment of Speaking

### Criteria

- Fluency
- Accuracy
- Pronunciation
- Interaction
- Coherence

## Assessment Tools

- Rubrics
  - Peer assessment
  - Self-assessment
  - Recorded performance evaluation
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## 10. Key Principles for Teaching Speaking

- Create a supportive environment
  - Reduce anxiety
  - Encourage risk-taking
  - Provide meaningful tasks
  - Balance fluency and accuracy
  - Give constructive feedback
  - Maximize student talking time
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## Conclusion

Teaching speaking requires:

- Strategic planning
- Balanced methodology
- Interactive techniques
- Continuous feedback
- Student-centered classroom management

Effective speaking instruction transforms learners from **language users** into **confident communicators**.