

UNIT : III

SPEAKING

Before speaking teachers should prepare learners for the task

Speaking activities will be more effective and interesting for learners if the themes are connected with their interests.

Pair and small group activities involve all learners in communicative practice.

Speaking activities should be contextualized

Classroom speaking activities are different from real life conversations in many ways:

CLASSROOM:

⇒ They are often used to check that learners can correctly use a new grammar structure or pronunciation target.

⇒ Language is controlled and may focus on the use of only one grammar structure.

⇒ There is an audience that listens to the learner.

⇒ The teacher may interrupt and correct learners when they speak.

REAL LIFE:

⇒ In real life, the purpose of speaking is to communicate information

⇒ In real life there is no audience or a small audience.

⇒ In real life multiple sentences that are typically used.

⇒ In real life conversation partners don't correct each other's grammar or pronunciation.

Learners may not speak in classroom activities for many reasons:

- * They can be afraid of making mistakes.
- * They may be shy.
- * They may not be comfortable speaking in front of other people.
- * Dominant students may not give them an opportunity.

Strategies used by the teachers to feel learners more comfortable:

- ⇒ They can use pair or group work
- ⇒ Teachers can choose speaking topics that are interesting for learners.
- ⇒ Teachers can ask learners to take certain roles like group leader, reader, speaker, language monitor, etc
- ⇒ They can choose not to correct every error.
- ⇒ Teachers can ask divergent questions, it helps learners to speak more.

In the pre-speaking stage the teacher prepares learners:

⇒ Teacher can check their understanding of the theme (or) given information.

⇒ Presenting social skills and supporting language, like disagreeing politely, agreeing, interrupting politely, etc.

⇒ Assigning roles for group work

⇒ Integrating speaking with reading, writing, or listening.

Teachers must create a communicative need that will make learners want to speak:

Information gap activities give different information or tasks to individuals or groups of learners.

* Learners must speak with and listen to each other to get all the information.

Zig-Zag activities

Interviews or dialogs

Discussions

Problem-solving or decision-making

Guessing games.