

MODULE 3 | Speaking for Accuracy

Introduction

In Module 1 you learned about new ways to teach a listening lesson and in Module 2 you learned new ways to teach a reading lesson. The teachers in these lessons focused on listening and reading, but they also provided many opportunities for the students to speak in English.

Before students listened to audio files on the mobile phone or read passages in the book, the teacher asked questions. This gave many individual students the chance to speak in English. In both modules the teachers played a game with the whole class, and in Module 1 the students played a game in pairs. This allowed all students to practise speaking. In both modules the teacher made sure that there were many opportunities for all the students to speak in English during the lesson.



Why is it important for students to practise speaking in every lesson?



Answer this question in your notebook.

To become successful speakers of English, students need many opportunities to speak. Most students don't have any opportunities to speak English outside the classroom so speaking practice needs to take place inside the classroom to help students to be able to communicate in English.

In a traditional classroom, 'teacher talk' occupies about twice as much time as 'student talk'. Imagine a teacher who speaks for about 20 minutes during a lesson, leaving about 10 minutes for students to speak. If there are 60 students in the class and they speak one at a time, then each individual student only has about 10 seconds of speaking time on average.

In Module 3 you will learn some ways to increase students' opportunities to

speak English. In the following video clips, you will see how two different teachers use activities that provide students with many speaking opportunities.



Now begin Part 1 of the module and watch Video 1: SM3-V1.

Try in the classroom 1: Focusing on pronunciation

Pronunciation is an important part of speaking a language. Students need to be able to pronounce words reasonably well for others to understand them - but don't worry if your students' pronunciation isn't perfect. Remember that people from all over the world speak English with different accents. Here are some tips for how you can help your students with their pronunciation:

- You can practise pronunciation when you teach new words and phrases by asking students to repeat the words or sentences they hear.
- You can practise pronunciation when students have problems with a particular word or sound.
- Make sure that you don't just practise sounds and words: it's important to practise complete sentences as well (as you saw in video clip SM3-V1). This allows students to practise stress and rhythm as well as pronunciation.
- Like the teacher in video clip SM3-V1, you can use clear gestures to get students to begin or stop repeating something, or to say something louder or more quietly. Imagine that you are the conductor of a band or orchestra!
- Practise pronunciation yourself before the lesson. You can use the mobile phone to record yourself and listen to your own pronunciation so you can improve it!

Practise

Look at the lessons that you are going to teach this week and choose a short passage or dialogue. Make sure the phrases or sentences are short and simple. This will make it easy for students to repeat and remember them. If you need to, break long sentences up into shorter parts. Practise saying the sentences before

the class until you feel confident saying them. Get your students to repeat the sentences in class through individual and choral repetition. Use a signal to show when students should start speaking. You can even clap your hands to keep rhythm. Or, if you prefer, you could tap a rhythm on the desk, click your fingers or use gestures. Think about getting your students to repeat their pronunciation of words and sentences in different ways (loudly, quietly, using different voices), or divide the class up into groups to try this.

Reflect

- Which passage or dialogue did you choose?
- Did you practise saying the dialogue before the class? Did that give you more confidence?
- Did you use gestures to 'conduct' your students? What did you do?



Write down your answers to these questions in your notebook and bring them to the next cluster meeting. Also, bring along any rhymes or dialogues that you think would be useful for this kind of activity.



Classroom language

Here are some useful questions and phrases for when your students are repeating phrases or dialogues. Listen to them on your mobile phone SM3-CL1 and practise saying them before you try them out in class.

- ✓ Are you ready?
- ✓ Is everybody ready?
- ✓ Okay ... listen and repeat after me.
- ✓ Once again!
- ✓ Let's do it again.
- ✓ Now we are going to divide the class.
- ✓ OK, this side starts.
- ✓ Now the other side.
- ✓ This side, ask the questions!

- ✓ This time, do it LOUDER!
- ✓ This time, do it quietly.
- ✓ This time, we'll clap!

Try in the classroom 2: Pronunciation activities

Pronunciation activities are useful in teaching speaking because:

- They can be done with the whole class, or in groups or pairs
- They help students to remember words and phrases
- They give students confidence when speaking
- They help you to practise your pronunciation too!

Practise

Try the following activity in your class this week. Write the letter 'P' on the left-hand side of the board, and the letter 'F' on the right-hand side of the board like this:

P	F

Now ask students to say words that begin with the letters 'P' and 'F'. Write the words on the board in the lists for example:

P	F
police	field
please	fish

As you write the words on the board, ask students to say the words. When you have a list of four or five words in each column ask your students to repeat the words as a whole class. Now put students into pairs. Tell students that they have two minutes to write as many words as possible under the two lists in their


notebooks. When two minutes is up, put your hands in the air and ask the students to do the same. Remember you can use this gesture to bring all teaching activities to a quick end. When students are quiet, ask them to count how many words they have. When they are ready, call out numbers, for example: 'four words'. Students who have four words in their list put their hands up. Keep calling out numbers, (five words, six words, etc.) and continue until you find out which pair has the most words. Students will really enjoy competing against other in pairs. Make sure this activity is quick and fun!

Here is an alternative activity that you can try. This would be a good one to try with a colleague. Say one of the words from the list below, then ask your colleague to tell you which word you are saying. Is the word from the 'p' list? Or the 'f' list?

P	F
pair	fair
paint	faint
pat	fat
pale	fail
plop	flop
pit	fit
pester	fester

Reflect

- Which activity did you do?
- Did you find it easy or difficult to do this activity? Why?
- Do you think the activity helps students improve their pronunciation?
- What other letters could you use instead of 'P' and 'F'?

 Write down your answers to these questions in your notebook and bring them to the next cluster meeting. Also, bring any ideas that you have for pronunciation activities.

Classroom language

Here are some useful phrases and questions you can use in the classroom with your students. Listen to them on your mobile phone SM3-CL2 and practise them before the lesson.

- ✓ What is this letter?
- ✓ What's the sound of this letter?
- ✓ Listen and watch my lips.
- ✓ Now you try!
- ✓ What word begins with this letter?
- ✓ Can you think of another word?
- ✓ What's the pronunciation of this word?
- ✓ Can you repeat that?
- ✓ Listen and repeat after me.
- ✓ Now, write some more words with the letter 'p' and the letter 'f'.
- ✓ How many words have you got?
- ✓ Who's got 10 words?
- ✓ Raise your hands!
- ✓ Well done!



Now begin Part 2 of the module and watch Video 2: SM3-V2.

Try in the classroom 3: Correcting speaking

As you have seen in this module, there are times when it is good to correct students when they are speaking. These kinds of activities help students to remember grammar, and will help them to remember language for tests and exams. Here are some tips for correcting your students when they are speaking:

- Correct students when you are practising a specific word or grammar point.
- Try not to correct students every time that they speak.
- Try not to correct students for every single mistake - think about the word or the grammar point that you are teaching or practising.

These are some strategies for correcting students when they are speaking English:

- You can reply using the correct language.
- You can give students some time to think of the correct word or phrase themselves.
- You can ask other students to provide the answer.
- You can be encouraging and praise students for trying and when they get it right.


Practise

Try the 'throwing-the-ball' game with your students this week - you can make a ball out of paper. You don't have to do the same activity as the teacher in video clip SM3-V2, you can use it to practise any grammar structures or questions. For example, you could ask '*What did you do yesterday?*' when you throw the ball to practise using the past tense. Or you could ask '*What are you going to do after school today?*' to practise the future tense. As your students catch the ball, they need to answer the questions. When you correct students, try to correct them only when they make mistakes with the grammar point that you are teaching or practising.

Try different ways to correct students. Before you give the correct word or phrase, see if your students can correct themselves. To do this you will need to give them some extra time or see if other students can provide the correction.

Reflect

- What questions did you focus on in this activity?
- Do you think your students practised the grammar structure well?
- How did you correct your students when they made a mistake?
- Did you let the student or other students give correct answers?
- How did your students react to the activity?

 Write down your answers to these questions in your notebook and bring them to the next cluster meeting.

Classroom language

Here are some useful phrases and questions you can use to play the 'throwing the ball' game like the teacher in video clip SM3-V2. Listen to them on your mobile phone SM3-CL3 and practise them before you do the activity:

-  Now we are going to play a game.
-  Would you like to play a game?
-  I've got a ball.
-  I am going to throw the ball.
-  Are you ready? Catch the ball!
-  What's this?
-  Would you like to play the game yourselves?
-  Okay, I am giving you the ball.
-  Now throw the ball to your friend.
-  Listen to the question again.
-  Now you throw the ball.
-  Can you speak louder?
-  Can you say it again?
-  Be careful!




Now begin Part 3 of the module and watch Video 3: SM3-V3.

Try in the classroom 4: Controlled speaking activities

If possible, try to do this activity with a colleague.

1. What are controlled speaking activities?
2. Why are they important in the classroom?

 Write down your answers in your notebook.

Answers

1. In controlled speaking activities students don't decide what they're talking about because they have a limited choice of vocabulary and structure. The teacher - or the textbook - controls what the students talk about, and what language they use. In this kind of speaking practice, the focus is on *accuracy*. The students are practising saying words and phrases as accurately as they can and the teacher corrects students when they make mistakes with the structures or the vocabulary.
2. **Controlled speaking activities are important because:**
 - They can be done with the whole class (e.g. repeating phrases and dialogues, as in video clip SM3-V1).
 - They can be done with individuals (e.g. throwing the ball, as in video clip SM3-V2).
 - They can be done as pairs (e.g. using tables in the *English for Today* textbook, as in video clip SM3-V3).
 - They help students to learn words and practise grammar.
 - They help students remember words and structures for tests and exams.
 - They give students confidence when speaking, especially students who need more help.
 - They prepare students for more independent speaking activities.
 - They give you an opportunity to practise your speaking too!


Practise

If possible, try to do this activity with a colleague.

Look through the *English for Today* textbook and find a speaking activity where students are practising a grammar structure, perhaps a table like the one used in video clip SM3-V3. Think about how you can do a controlled speaking activity with some individual students first, and then how your students can do the same activity in pairs. Discuss it with your colleague and practise it together, then try it in your lesson.

Reflect

- Which speaking activity did you choose?
- Did you try it with your students?
- How did it go?
- What changes would you make next time?

 Write down your answers to these questions in your notebook and bring them to the next cluster meeting. Write down any ideas you have for controlled speaking activities and bring them along too.

 **Classroom language**

Here are some useful phrases and questions you can use to praise and encourage students. You can also use them to correct students during speaking activities. Listen to these phrases on your mobile phone SM3-CL4 and practise them as often as you can.

- ✓ Very good!
- ✓ Very nice!
- ✓ Excellent!
- ✓ Well done!
- ✓ That's correct.
- ✓ That's right.
- ✓ Nearly right - try again.
- ✓ Not exactly.
- ✓ Not quite. Can you try again?
- ✓ Does anybody else know?
- ✓ What do you think?
- ✓ You were very quick!
- ✓ That was very good, say it again.
- ✓ You are very good at guessing.
- ✓ You are very good at drawing.



Grammar spotlight: Modal verbs

In the first video clip (SM3-V1), the teacher asked students to repeat a short dialogue from Class 6, Unit 6, Lesson 3.

Can you run?
 No, I can't.
 Can you think?
 Yes, I can.
 You're a head!
 Yes, that's right!

This is a good way to help students remember the verb 'can', and also how to pronounce it. Here are two more activities you can do to help students learn the verb 'can'.

1. A controlled speaking activity - A guessing game

Write 'Can you ...?' on the board and elicit some verbs: e.g. swim, run, fly, climb, walk, eat, drink and jump. To make the lesson more fun and student-centred, you can mime and ask students to guess the verb. Tell students you are an animal and they have to guess what animal you are. They must ask you questions beginning with 'Can you ...?' and they can use any of the words on the board - or others. Here is an example:

Student 1 : Can you fly?
Teacher : No, I can't.
Student 2 : Can you climb trees?
Teacher : No, I can't.
Student 3 : Can you swim?
Teacher : Yes, I can.
Student 4 : Are you a fish?
Teacher : Yes, I am!

When students have the idea, they can play the game in pairs or groups.

2. Another controlled speaking activity - A memory game

Ask five students to come to the front of the class. Say: 'I can jump'. The next student must repeat what you said, and then add something beginning 'but I can't...', for example the student will say: 'I can jump but I can't swim'. The next student must remember this: 'I can jump but I can't swim. I can walk.' Then the following student must remember this, and add another part beginning with 'but I can't...' for example: 'I can jump but I can't swim. I can walk but I can't run.' This continues to the last student - can all the students remember? To make this activity more fun, you could mime the actions as you say them. In fact, everybody could mime them, then the whole class is involved. Play the game again with another five students. Once students understand the game, they then play it in groups. As they play, walk round and listen to the groups to make sure that all the students understand the game and are speaking in English..

Practise and reflect



These are just two activities. If you have time, try to think of more activities that practise the verb 'can'.



Write down your ideas in your notebook and bring them to the next cluster meeting.



Teachers talking

Now listen to some teachers talking about some of the issues in this module SM3-TT and think about how you would answer the questions.

Tips for large classes

- Establish routines in your classroom and use them all the time! For example, use a gesture to get students to repeat, or to stop doing an activity, or to get into pairs or groups - this can save a lot of time!

Using the blackboard



When you are writing on the board, don't turn your back on your students for too long. Make sure that you turn to face your students often - and keep eyes in the back of your head!

- Use clear, simple instructions, and make sure that students understand what they need to do.
- Demonstrate activities before students do them. This is very useful before pair or group work.

Learning objectives

Read the teacher and student objectives for Module 3 at the end of this module. Using the objectives as a guide, note down any new teaching activities you have planned and used with students in your notebook. Also note down any changes in your own and your students' use of communicative English.

English for Today: Look at the next lesson that you are going to teach. Look at each part of the lesson, and plan where and how you can get students speaking in English. Can you use a picture from the text book, or a poster? Can you think of a pre- or post- listening or reading activity that your students can do in which they practise speaking? Can you play a game related to the topic or the language of the lesson? Bring your ideas for the lesson to the next cluster meeting.

For the next cluster meeting

Remember to bring your notes about:

- Focusing on pronunciation
- Correcting speaking
- Controlled speaking activities
- What objectives have been achieved

Also remember to bring your ideas for:

- Pronunciation activities
- Controlled speaking activities
- Other activities to practise the verb 'can'

And don't forget to bring any rhymes or dialogues that students could repeat to practise pronunciation!

English Language for Teachers (EL4T)

In this module the grammar spotlight is on the verb 'can'. This verb is called a modal verb. Practise using 'can' and more modal verbs in Learning Activities 02, 03, 04 and 26. Don't forget that the learning activities will help you practise pronunciation and speaking too!

Teachers' learning objectives

By the end of this module the teacher will be able to:

- Plan speaking activities in which all students have increased opportunities to speak in English.
- Plan and use repetition, modelling and simple gestures to make sure all students have a chance to speak in English.
- Plan and use activities to help all students practise their pronunciation in English.
- Plan and use pair and group work to create a student-centred classroom with increased opportunities for students to practise speaking.
- Plan and use games (like 'throwing the ball') to increase students' opportunities to speak in English.
- Use different strategies to correct students' English speaking.
- Plan and use controlled speaking activities to include all students in speaking activities.
- Plan and use controlled speaking activities and guessing games to teach modal verbs.
- Assess students' learning through the 'try in the classroom' and 'reflect' activities.

Students' learning objectives

By the end of this module students will have had opportunities to:

- Speak more during English class.
- Respond to repetition, modelling and simple gestures to increase their English speaking during class.
- Practise different pronunciation activities to improve their communicative English.
- Experience English language learning in pairs and groups.
- Experience controlled language and playing guessing games to learn modal verbs.
- Experience dictation to practise listening to and writing in English.