3rd Expanding OPPORTUNITIES

More than little parrots…

Developing young learners' speaking skills

Herbert Puchta

3rd Expanding OPPORTUNITIES

An embarrassing personal encounter...

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AW EASTON
PRIVATE HIRE
16
LA0630

Success in communication depends on

- intention
- appropriate language
- appropriate skills

Learn English

PART I

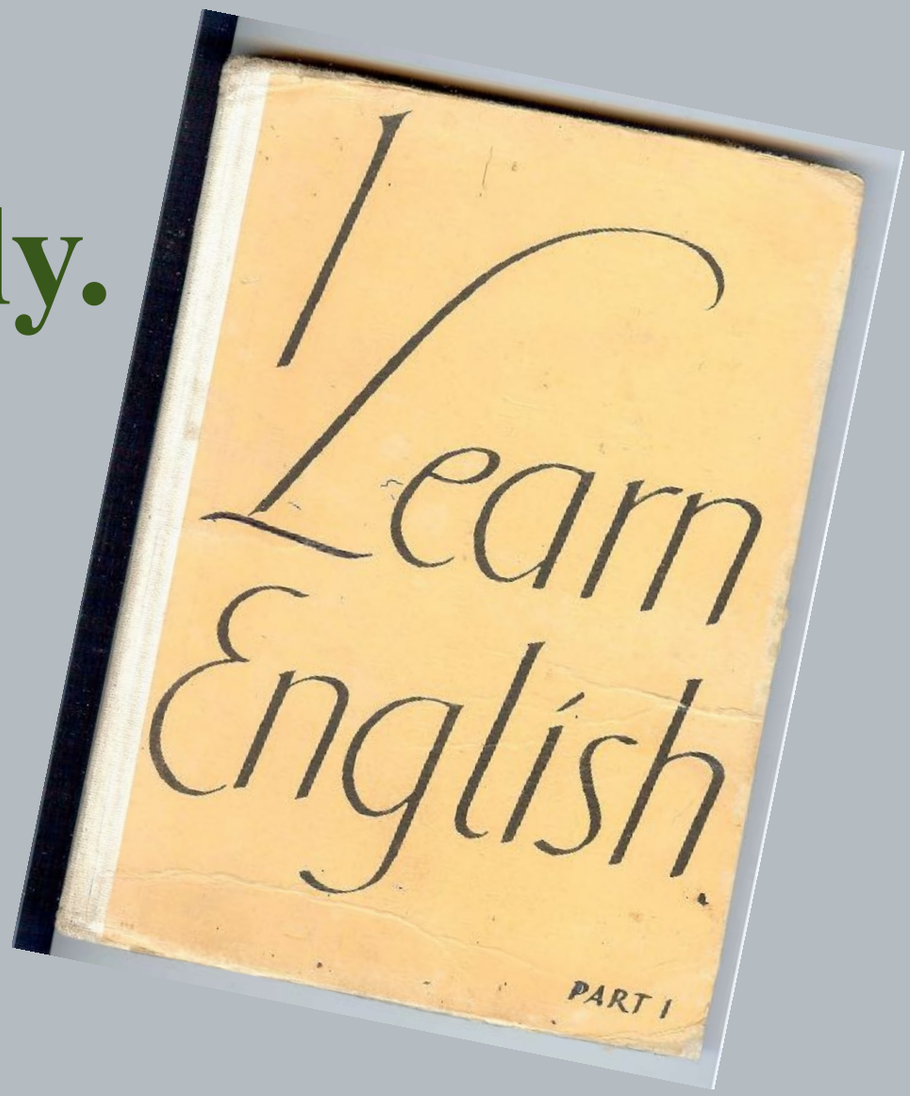
Ding, dong, dell.

The bell, the bell, the bell.

This is the postman.

A letter. A letter for Nelly.

Ding, dong, dell.



IS · MÁNIBVS · SA
RIO·L·LIB·HERMETI
OCETIAE · PHASIL
RIVS·L·LIB·FELIX·PATE
ENEMERENTIBVS·DE·SVO·FECIT·ET
LIBERTABVSQVE·SVIS·POSTERISQVE
NOVAM·DENOMINETAMILIAENOSTRAE·HIC·MONV
M·HERED·NON·SEQVETVR·IN·FRONT·LAT·PED·XX·ET·DIGIT·II·IN

GRAMMAR TRANSLATION TEACHING

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle.

The philosopher pulled the lower jaw of the hen.

(Titone, 1968, 28)

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How about primary ELT today?

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How about primary ELT today?

A little less conversation, a little more action, please

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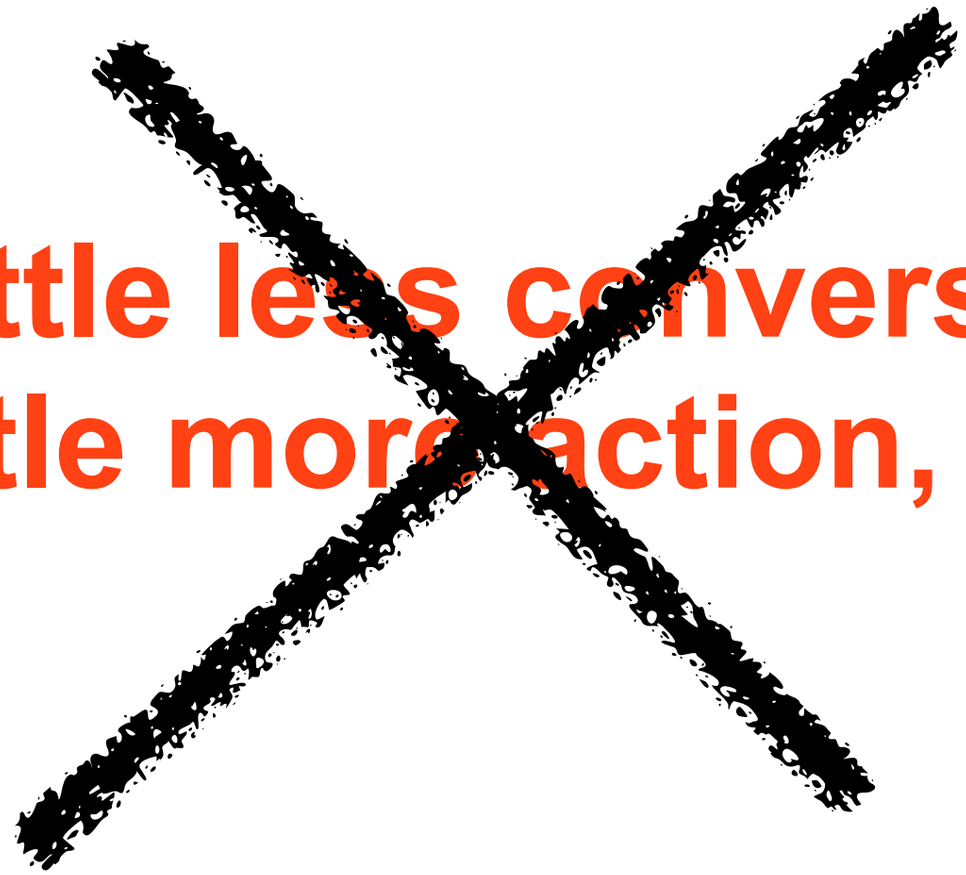
How about primary ELT today?



A little less conversation, a little more action, please

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3rd Expanding OPPORTUNITIES

How about primary ELT today?

We could do with little less speaking, but a little more communication

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Classroom:

S → R → F

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Real world:

S → R → NR

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Joao16SamPam:

I'm studying English! In a conversagion can identify the subject matter! But I can not construct the sentences in the English! I would help of a native! In exchange I can teach conversational in Portuguese! i can read n write english but i cant speak fluentlu, While I start speaking English, i forget everything (rules, words…) plz solve my problem as soon as possible….ok?

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How to speak english fluently by mariefdl

- It took me 8 weeks
- It made me Very Happy
- "Listen, read, and dare to speak, and allow yourself to make mistakes."

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Joao16SamPam:

Thank you for sugestions. They are wonderful. Now, from tomorrow I will motivate myself to talk to everyone. To a random person. On the train perhaps?

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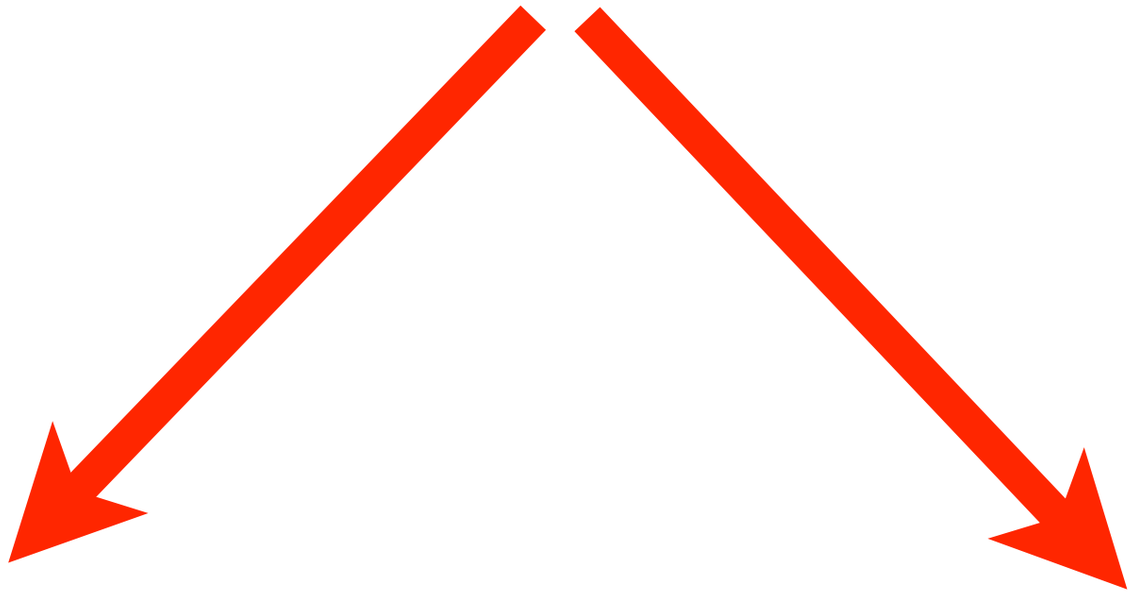
INNER STATES



BEING STUCK

BEING IN A FLOW

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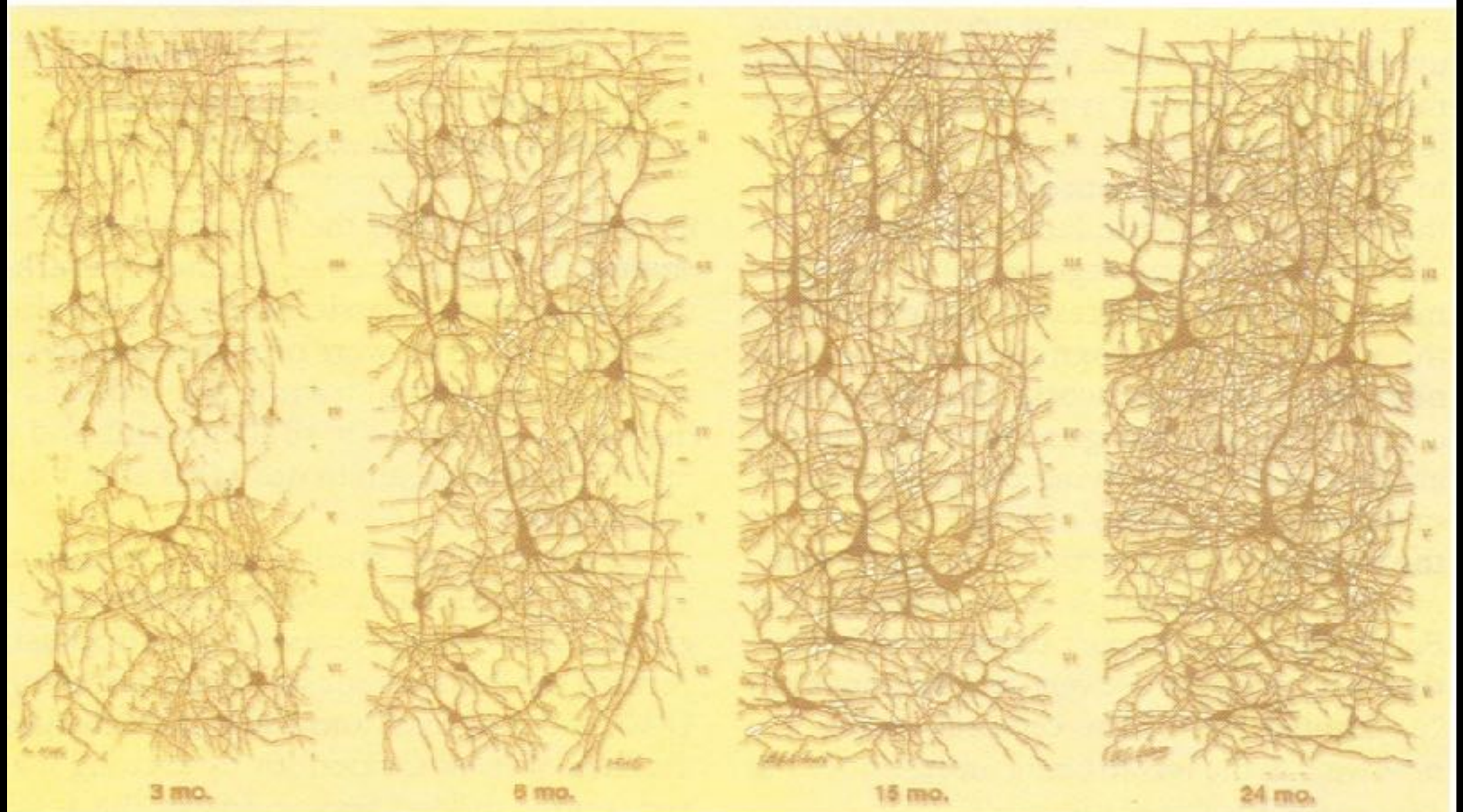
Mihály Csíkszentmihályi:

Flow is the mental operation in which a person in an activity is fully immersed in a feeling of energized focus, full involvement, and success in the process of the activity.


3 mo.
9 mo.
15 mo.
24 mo.

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The brain is an ‘organ of emotion’

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The chemicals of emotion, such as adrenalin, serotonin, and dopamine act by modification of synapses; and modification of synapses is the very root of learning. Changing connections in the brain is learning.

(James E. Zull)

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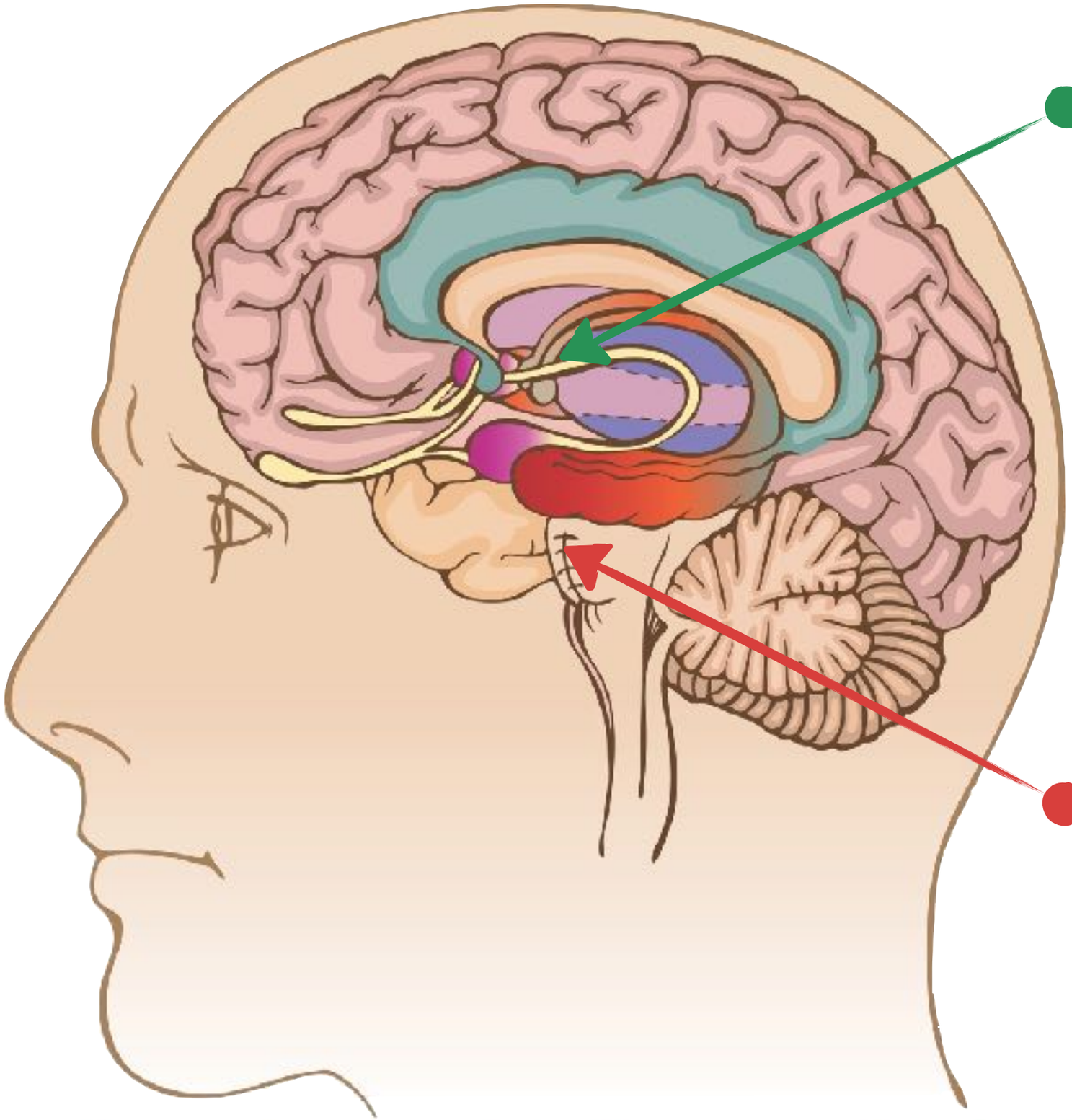

• Nucleus accumbens

• Amygdala

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Reward system

Warning system

Nucleus accumbens

Amygdala

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I can see myself when I am older. And I am somewhere else, I mean, for example in London or somewhere. And I am older, and there are friends with me, but they don’t understand me when I speak, I mean they don’t speak German. I can see myself speaking English with them, and I feel like I am one of them.

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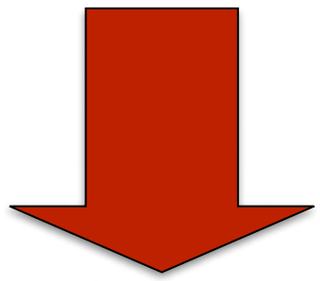
- Positive self image of being a successful future user of L2
- Connotations of ease, fluency and security
- Full 'ownership' of L2

Perceived good practice of teaching speaking to young learners

- Rhymes, songs, chants
- Dialogues
- Role plays etc.



ACCURACY

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A dilemma:
Children love imitating, but…

IMITATING DOES NOT AUTOMATICALLY LEAD TO

THE ABILITY TO COMMUNICATE !

Communicating requires more…

- Choice (conceptualisation)
- Articulation
- Self monitoring (repair strategies)
- Using chunks of language
- Talk management (Interaction, turn-taking…)
- Fluency

(Thornbury, How to teach speaking, 2005)

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We are fluent in a language when we...

- are able to fill time with speech, and talk with a minimum of pauses
- are willing to speak, even if we think we may be 'wrong'
- are able to concentrate on communication without spending time on planning and correcting utterances before speaking.

(based on Stevick, *Memory, Meaning and Method* p. 153)

SPEAKING = SOPHISTICATED PROCESS

- **Expressing OURSELVES in L2 is not always easy**
- **When we speak a foreign language, we are not always AT EASE and FLUENT!**

Sometimes we are...

- nervous, shy or inhibited
- insecure or
- scared of making mistakes

All that has an impact on our fluency!

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When are YOU *FLUENT* and *AT EASE* in a foreign language?

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From PPP to IPA

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IMITATING

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PRACTISING CONTROL

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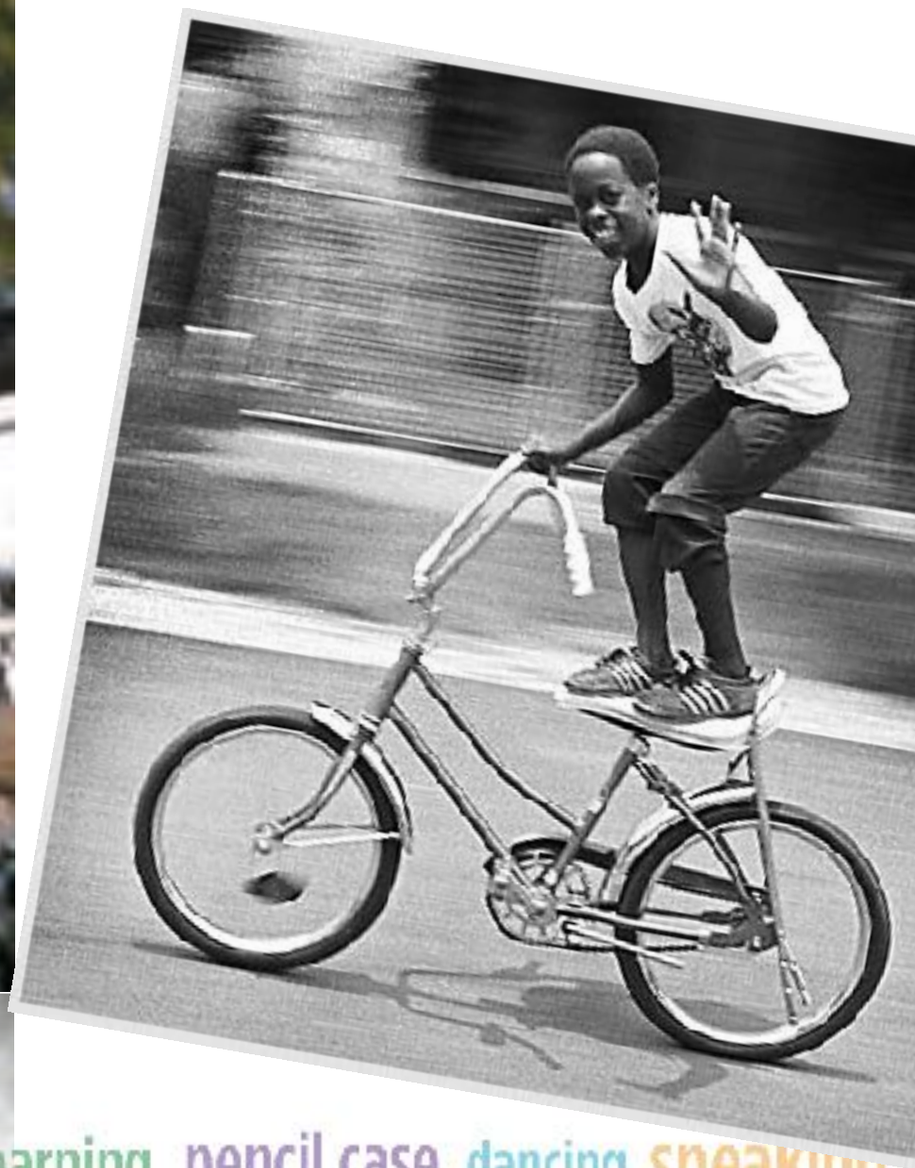
AUTONOMY



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IMITATING

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IMITATING

- **Pronunciation/intonation/stress**
- **Vocabulary & chunks of language**
- **Structures**
- **Discourse features / gambits**

CONTROLLED PRACTICE

TOWARDS PRACTISING CONTROL

- **Adding a challenge**

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TOWARDS PRACTISING CONTROL

- Adding a challenge
- Adding choice

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TOWARDS PRACTISING CONTROL

- Adding a challenge
- Adding choice
- Games

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TOWARDS LANGUAGE AUTONOMY:

SAY WHAT YOU WANT

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T: ***Look at the girl here. Is she happy or sad?***

Ss: ***Happy!***

T: ***She's so happy! Do you think she likes apples?***

Ss: ***Yes.***

T: ***Yes, yes, yes!***

Do you think she likes cake?

Ss: ***Yes, yes, yes!***

T: ***Look at the girl here.*** *<points at picture>* ***Is she happy or sad?***

Ss: ***Happy!***

T: ***She's so happy! Do you think she likes apples?***

Ss: ***Yes.***

T: ***Yes, yes, yes!*** *<speaking rhythmically, using her hands to support the rhythm in a circular movement of her right hand>*

Do you think she likes cake?

Ss: *<while the teacher is still doing the same hand movements, to elicit the students' repetition of her phrase, and a few of the students are mirroring the gesture>*

Yes, yes, yes!

4 CD2 30 31 Listen and sing.

T: OK, let's listen to the song first.

<While the teacher is about to start the CD, one of the girls stands up and tries to go past the teacher towards the free space in front of the board>

T: All right, Linda, can you sit down again, please?

S: No!

T: No? *<Teacher laughs, Linda laughs too, and carries on moving towards the space, swaying her body slightly>*

T: Ah, you want to dance. *<miming a dance>* ***Do you want to dance?***

S: Yes! Dance!

T: Dance. Good girl. You want to dance.

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“Like first language learners, second language learners do not learn language simply through imitation and practice. They produce sentences that are not exactly like those they have heard. These new sentences appeared to be based on internal cognitive processes and prior knowledge that interact with the language they hear around them.”

(Lightbown and Spada, 2013)

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SAY WHAT YOU WANT

S1: My father è ammalato.

T: Oh, really? Your father is ill. I‘m sorry to hear that. What‘s the problem?

S1: Have got influenza.

T: Oh, he‘s got the flu.

S1: Yes, he‘s got molto mal di testa.

T: Ah, he‘s got a bad headache.

S1: He‘s got a bad headache. Yes.

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“There are two dimensions within which you will be of help to your students: developing their communicative competence and perfecting their linguistic competence. There is, however, a third dimension without which these first two can lead at best to an academic, flat, sterile achievement.

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The question is whether as teacher you can hope to help your students in this third dimension. I'm not sure, but let me set before you, briefly, what I see here. The third competence is personal."

Earl Stevick

Thank you for listening !