SPEAKING

Curriculum:
Sprachfunktionen, Themen und Wortschatz:

1. bis 4. Klasse:
Themenbereiche:
1. Klasse:
Familie und Freunde;
Wohnen und Umgebung;
Schule;
Einstellungen und Werte;
Erlebnisse und Fantasiewelt (einfache fiktionale Texte);
Hobbys und Interessen.

SPRACHFUNKTIONEN
Sprachfunktionen müssen in einem unmittelbaren Zusammenhang mit konkreten mündlichen und schriftlichen Kommunikationssituationen stehen, die sich aus der Erarbeitung von Themen ergeben. Die genannten Themenbereiche sind zu erarbeiten und sollen an Erfahrungen, Interessen und Verständigungsbedürfnissen der Schulerinnen und Schüler anknüpfen. Diese Themen sollen den Einblick in die Lebensweisen und -bedingungen (Vorstellungen, Wünsche, Werte und Normen) von Menschen verschiedener sozialer Gruppen zum Ziel haben. Landesspezifische Sprach- und Verhaltenskonventionen und die Alltagskultur der Länder der Zielsprache sind anwendungsorientiert zu vermitteln. Anzustreben ist ein Basiswortschatz, der sich aus den behandelten Themen und Situationen nach den Kriterien der Verwendbarkeit, Wahrscheinlichkeit des Auftretens, und der Erlernbarkeit ergibt. Es ist zwischen produktivem, rezeptivem und potenziellem (aus dem Kontext erschließbarem) Wortschatz zu unterscheiden. Bei der Erarbeitung des Wortschatzes sind nicht nur einzelne Wörter wichtig, sondern vor allem Kollokationen und fixe Redewendungen, die als lexikalische Einheiten zu erlernen sind.

1. Klasse:

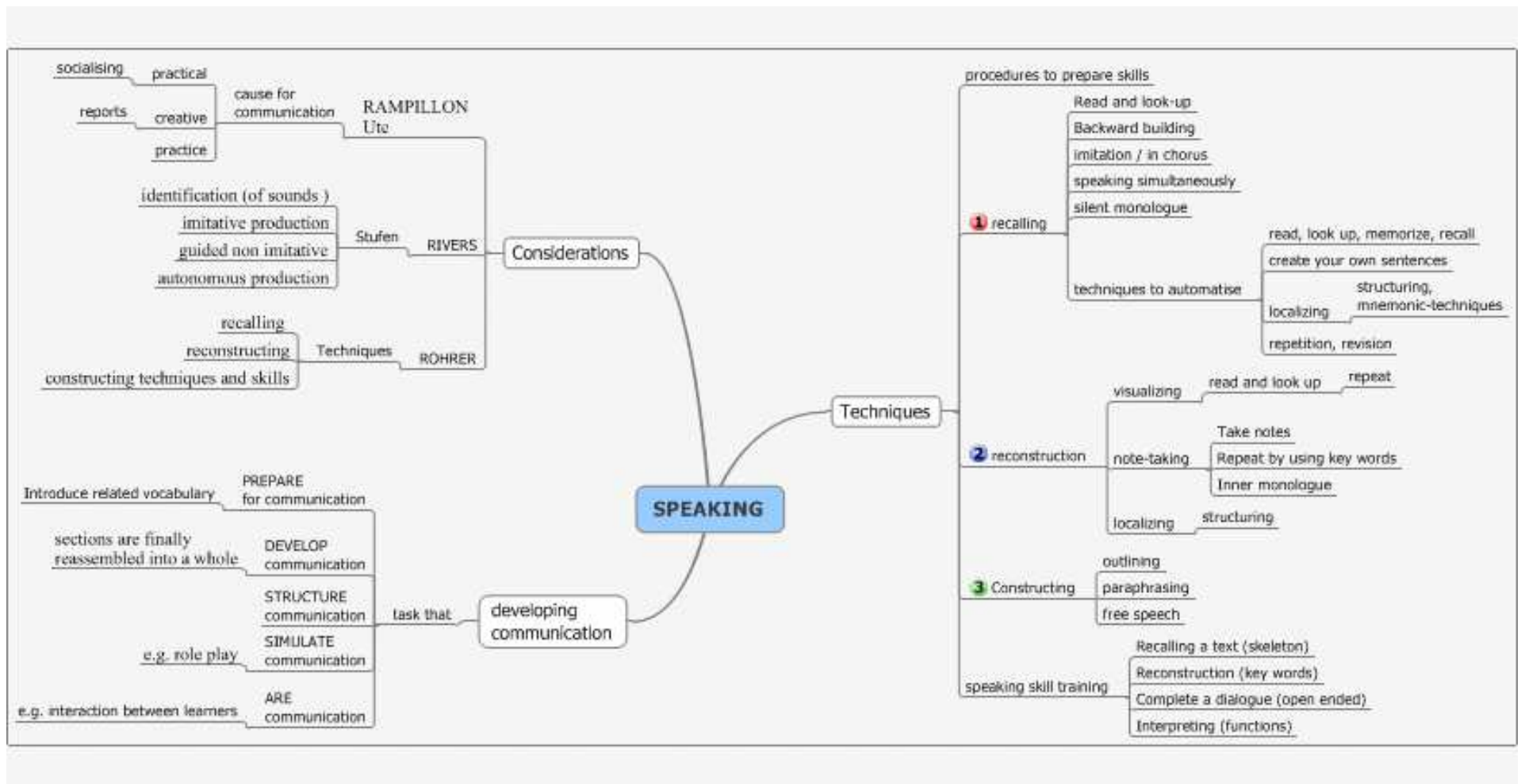| Funktionen	Kommunikativc Tatigkeiten / Aufgaben
Kontakte pflegen Beziehungen regeln	• Sich vorstellen unter Beachtung von mündlichen/schriftlichen Konventionen (Begrüßung, Anrede, Verabschiedung) • Wünsche, Bitten, Dank, Entschuldigung formulieren • Ratschläge, Warnungen, Lob und Tadel ausdrücken • Hilfe anbieten / erbitten • Informationen über Namen, Alter, Hobbys, das Befinden austauschen • Mitschülerinnen und Mitschüler, Eltern, Geschwister, Freundinnen und Freunde vorstellen • Einladungen aussprechen, sich verabreden (Zeit- und Ortsangaben machen) • Ansichts-, Gruß- und Glückwunschkarten schreiben
Kommunikation und Handlungen steuern Stellungnahmen	• Nichtverstehen / Nichtwissen äußern • Wörter erfragen; sich nach der Bedeutung von Wortern erkundigen; um Erklärung, Wiederholung, langsameres Sprechen bitten • Vorschläge machen; Absprachen treffen • Informationen einholen;

abgeben	• Zustimmung, Ablehnung, Aufforderung, Anordnungen und Verbote, Bitten und Wünsche äußern und auf die Anderer eingehen
	• Erwartungen und Absichten äußern
Gefühle äußern	• Bewunderung, Missfallen, Zuneigung, Abneigung, Freude, Traurigkeit, Ärger, Angst, Wohlbefinden, Unwohlsein ausdrücken
Informationen geben und erfragen	• berichten, erzählen, erklären, benennen, fragen
	• Zustände, Eigenschaften, Aussehen, Abläufe beschreiben
	• Besitzverhältnisse und Mengen angeben
	• über Gehörtes / Gelesenes / Erlebtes berichten
	• Vorlieben und Abneigungen darstellen
	• ein Vorhaben umreißen
	• einfache Handlungsanweisungen verstehen und geben
	• Fähigkeit / Unfähigkeit ausdrücken
	• Vergleiche anstellen
	• Bedingungen und Folgen ausdrücken
Erzählen und Gestalten	• Rollenspiele
	• erlebte und erfundene Geschichten kreativ gestalten
	• spontane Assoziationen, Einfälle, Eindrücke äußern
Diskutieren und Argumentieren	• in einfacher Weise Meinungen äußern; widersprechen, verneinen, bezweifeln, vermuten
	• Begründungen erfragen / geben

Der Lehrplan Englisch für Hauptschulen
(Stand 2001) Zusammenfassung

SPRECHEN:

Schwerpunkt	Ziele	Seite/Abs.
Bildungsaufgaben	1. Sich in der FS zu informieren, sich auszudrücken., gemäß Alter / Situation/Leistungsstufe 2. Grundlage für selbst. Spracherwerb 3. Erlernen der mündlichen Kommunikation (4 skills)	
Allgemeine Fachziele	aktiver Einsatz der Redemittel in relevanten Situationen	
Beitrag der Schule	Die Fremdsprache soll Wert orientiertes Handeln im politischen, gesellschaftlichen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld umsetzen	
Beiträge Bildung:	1. Mensch/Gesellschaft 2. Natur/Technik 3. Kreativität/Gestaltung 4. Gesundheit /Bewegung	
Did. Grundsätze	1. wenig deutsch als Unterrichtssprache 2. Mündliche Übersetzung nur punktuell	
Wortschatz	Im Kontext, Kollokationen, implizite Grammatik, fixe Redewendungen;	
Skills	1. Integrativ zu üben: Erfolgreiche Kommunikation, nicht mit fehlerfrei zu verwechseln! 2. Kommunikation steht stets im Vordergrund 3. Einsatz spielerischer/musisch-kreativer Elemente	
Fachübergreifend	Erleben als authentisches Redemittel in fachübergreifenden Situationen	

Fertigkeiten	- Rezeptive Beherrschung der Lautschrift zwecks Aussprache, Standard-Akzentzeichen, - Im Anfangsunterricht hpts. mündliche Kommunikation; - Für Lernerfolg Sprachrichtigkeit nur eines der Kriterien; jedoch Achten auf Qualität der Äußerungen; Übungsphase mündlich und schriftlich	
Kernbereiche		
Lehrstoff 1. Klasse: (a) Produktive Fertigkeiten (b) Mündl. Komm.	• Entwicklung der Komm.-Fähigkeit; handlungsorientiert, Korrekter Sprachgebrauch anzustreben, komm. Leistung ist vorrangig; • FSP ist das Kommunikationsmittel im EU. - Gespräche über Themen, Texte; Sprachmittel für relevante Alltagssituationen; Aussprache/Intonationsschulung (Lautschrift als Unterstützung)	
2. Klasse:	Mündl. Kommunikation: Äußerungen über Erlebtes, Beobachtetes, Gelesenes, Gehörtes;	
3. Klasse	Mündl. Kommunikation: Kommentierung von Texten, kommunikative Leistung nach wie vor im Vordergrund: Festigung/Erweitern; selbstständige Anwendung fördern; Vorbereitung auf reale Situationen; Erzählen, Kreative Gestaltung von Spielszenen (Theater)	
4. Klasse:	Mündl. Kommunikation -Steigerung der Qualität;	
Funktionen:	(1) Kontakte pflegen (2) Kommunikation steuern (3) Stellungnahmen abgeben; (4) Gefühle äußern (5) Infos geben/erfragen (6) Erzählen (7) Diskutierten und Argumentieren können	
Themen:	1. und 2. Kl.: Familie, Wohnen, Schule, Werte, Erlebnisse, Hobbys: 3./ 4. Umwelt, interkulturelle, Aspekte, Schule, Arbeit, Kultur, Medien, Freizeit;	

SPEAKING

Considerations

RAMPILLON Ute — cause for communication
- practical
  - socialising
  - reports
- creative
- practice

RIVERS — Stufen
- identification (of sounds)
- imitative production
- guided non imitative
- autonomous production

ROHRER — Techniques
- recalling
- reconstructing
- constructing techniques and skills

developing communication — task that
- PREPARE for communication
  - Introduce related vocabulary
- DEVELOP communication
  - sections are finally reassembled into a whole
- STRUCTURE communication
- SIMULATE communication
  - e.g. role play
- ARE communication
  - e.g. interaction between learners

Techniques

1 recalling
- procedures to prepare skills
  - Read and look-up
  - Backward building
  - imitation / in chorus
  - speaking simultaneously
  - silent monologue
- techniques to automatise
  - read, look up, memorize, recall
  - create your own sentences
  - localizing
    - structuring, mnemonic-techniques
  - repetition, revision

2 reconstruction
- visualizing
  - read and look up
    - repeat
- note-taking
  - Take notes
  - Repeat by using key words
  - Inner monologue
- localizing
  - structuring

3 Constructing
- outlining
- paraphrasing
- free speech

speaking skill training
- Recalling a text (skeleton)
- Reconstruction (key words)
- Complete a dialogue (open ended)
- Interpreting (functions)

SPEAKING

Considerations

RAMPILLON UTE: **Cause for talking**
- practical (everyday conversation, socialising, Information etc.)
- creative (reports, talks...)
- to practice in order to achieve sth.

RIVERS: **Stages**
- identification (of sounds)
- imitative production
- guided - non imitative
- autonomous production

ROHRER: **Techniques**
1. recalling
2. reconstructing
3. constructing techniques and skills

For a beginner it seems to be important
- how to acquire means of communication
- to acquire strategies to have these means of communication at hand
- how to construct what you want to say

Learning Techniques

(refer to RAMPILLON UTE: Handbuch Lerntechniken im FU)
According to Ute Rampillon learning techniques are procedures, which the learner uses on purpose in order to prepare skills

Preparative exercises:

1) Recalling techniques:
learning by heart

important for language acquisition

Techniques:
- repetition
- Mnemo-techniques (rhymes, rhythm, music, context, structure, markers etc.)
- What should be learned by heart?
  Lyrics, rhymes, vocabulary, idioms, structures, patterns,…
  According to ROHRER grammar can't be learned by heart.

Accurate reproduction
The purpose of an accurate production stage is to give students controlled practice in the form of the new language.

There are two stages:
- <u>Choral repetition</u>: Teacher asks the whole class to repeat. It gives students the chance to say the new language immediately, wth the teachercontrolling the speed and the stress. It gives students confidence and it gives the teacher a general idea of whether the students have grasped the model.
- <u>Individual repetition</u>: The teacher nominates a student, the student responds, and the teacher gives feedback.

a) Read and look-up
Read short sentences, structures and try to memorize them.
The lines shouldn't be too long so that they can be focused at one glance.

b) Backward building
Example: Whenever I came home the front door stood far open."
1) far open
2) the front door stood far open
3) came home the front door ....
4) Whenever I came ...... etc.

c) Imitating
Aim: Imitating what the teacher / student says. (Recording what they say)

d) Speaking simultaneosly
e.g. Imitate the speaker

1e) Silent monologue
Learners keep repeating a dialogue just by themselves
Aim: storage in the long-term memory

Techniques to automise
A)

1)Read the text

→

2) Read, look up and recall the text (inner monologue) Find mnemo techniques.

↓

3) Learn to memorise

←

4) Recall aloud
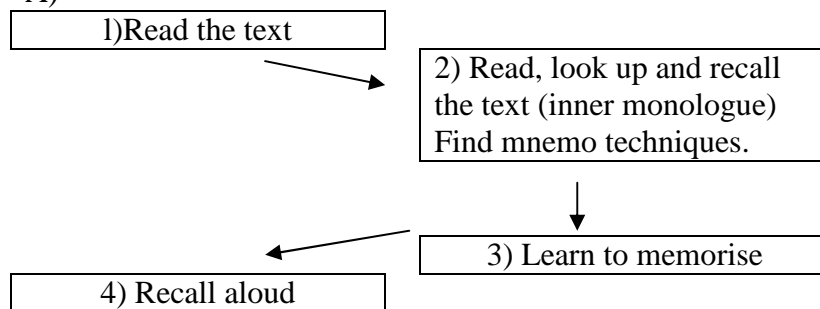
B) Active verbalizing
Advantages
a) sentences you designed and expressed yourself can be established easier and better.
b) the sound characteristics can be deepened
c) suitable for auditive learners

C) Localizing
 Mnemonic devices (aids to memory)
- Colours
- Structures

- Feelings
- Personal investment
- The learning environment

D) Repetition, Revision
Essential for retrieving information

2) **Reconstructing**

Reconstruction of a model text can be done in spoken or written form. It is the process of eliciting from the students as accurately as possible the text presented to them earlier. The rationale of this stage is this: by remembering the model text the students can experience a feeling of success and gain ability in using the structure(s) accurately.

Aim: The essence of a text is memorized and summarized to the global**.**

Techniques

Model text

Do you have a pet?	Yes, a dog. He's two years old.
What's his name?	His name is Rugger.
Does he do tricks?	Yes, he does. He can sit and play dead.
Is he friendly?	Yes, Rugger loves everybody. He barks at strangers, but he just wants to scare them. He never bites.

a) Re-arranging – Matching exercise

Do you have a pet?	Yes, Rugger loves everybody. He barks at strangers, but he just wants to scare them. He never bites.
What's his name?	Yes, he does. He can sit and play dead.
Does he do tricks?	His name is Rugger.
Is he friendly?	Yes, a dog. He's two years old.

b) Gap filling exrcise

> **Fill in:**
> **dead - do - dog – friendly - His - name - never - have - loves - scare - sit - strangers - years**

Do you _____ a pet?

Yes, a _____. He's two _____ old.

What's his _____?

_____ name is Rugger.

Does he _____ tricks?

Yes, he does. He can _____ and play _____.

Is he _____?

Yes, Rugger _____ everybody. He barks at _____, but he just

wants to _____ them. He _____ bites.

Variation:

You can write these sentences on the blackboard. Prepare strips of paper bearing the above words. Put the strips on the board with Blu-Tack. Ask students to come to the board, take a strip and put it in the right gap.
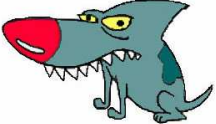
c) Skelleton

Do y.. h… a p..?	Yes, a d... He's t.. y…. o...
What's h.. n…?	H.. n… i. Rugger.
Does h. d. t…..?	Yes, h. d…. H. c.. s.. a.. p… d….
Is h. f……?	Yes, R….. l…. e……... H. b…. a. s…….., b.. h. j… w…. t. s…. t…. H. n…. b…..

d) Complete this dialogue

Do you have .... ?

Yes, a _____

What's .... ?

His name _____.

Does he .... ?

Yes, he _____.

Is he ……………………………………………………………………?

Yes, Rugger _____

_____

8

e) Pictures / Sketches

?	
name?	Rugger.
?	
?	

Key words

pet name tricks friendly	dog, 2 rugger sit, play loves, scare, bite

Create a situation – functional approach

Frag Joe, ob er ein Haustier hat.	Joe,
Er sagt, dass er einen Hund hat und dass er zwei Jahre alt ist.	
Frag ihn, wie der Hund heißt.	
	His name is Rugger.
Frag ihn, ob er Tricks kann.	
Er sagt, dass er sitzen und sich tot stellen kann.	
Frag ich, ob er freundlich ist.	
Er sagt, dass er Fremde nur erschrecken will und dass er nie beißt.	Yes, Rugger loves everybody. He barks at strangers, but

TEXT CREATION

This is where the students create their own text within the framework of the model they have been working with.
They just change some of the key words.
When you do some writing this technique is called parallel writing.

Do you have a pet?

Yes, a _____. He's / She's _____ old.

What's his _____?
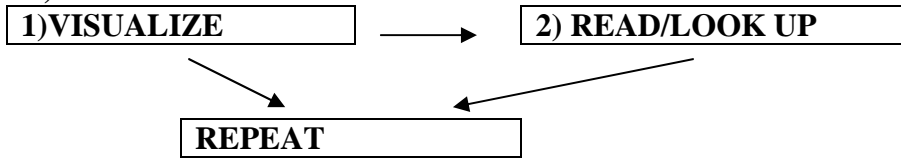
_____ name is _____.

Does he / she _____ tricks?

Yes, he does. He / She can _____ and _____.

Is he _____?

Yes, _____

Techniques

A)

| 1)VISUALIZE | 2) READ/LOOK UP |

→

| REPEAT |

B) NOTE -TAKING

a) Take notes

b) Repeat by using key words

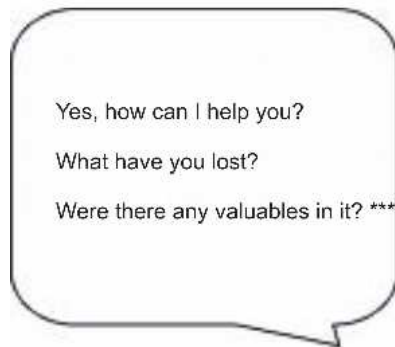c) Inner monologue

C) LOCALIZING METHOD

Example:

Aim: Learning how to report a loss:

(1)

A. Yes, how can I help you?	B: I want to report a loss
A: What have you lost?	B: My handbag.
A: Were there any valuables in it?	A: Yes, my wallet,

(2)

Yes, how can I help you?

What have you lost?

Were there any valuables in it? ***

I want to report a **loss**.

My handbag *

Yes, my leather **wallet**.**

***What make....
What does.... look like?

Substitute:
* wrist watch, wedding ring, purse
** credit cards

Task: What's the difference between example l and 2
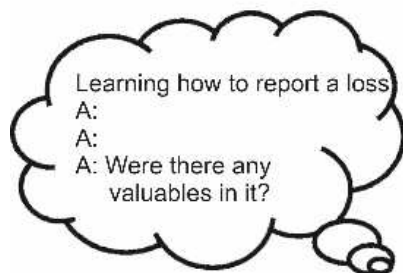
Aim: Recalling a text (skeleton)

Yes, c.. l h... you?
W...have ... .?
Were th... .... v...... i. i.?

I w... t. r..... a l...

M. H......

Yes, m. L...... W.....

Aim: Reconstruction:
Technique: Key words for recalling Reporting a loss:

help
lost
valuables

loss
handbag
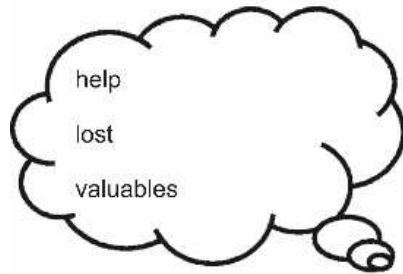
Aim: Complete a dialogue:
Technique: Open ended

Learning how to report a loss
A:
A:
A: Were there any
    valuables in it?

B: I want to report a loss

B: My handbag

Aim: Interpreting:

A fragt ob er behilflich sein kann.
B sagt er habe einen Verlust zu melden
A Fragt was er denn verloren habe

_____
_____
_____
_____

3) CONSTRUCTING
a) Outlining – Use structuring and grouping techniques
b) Paraphrasing
c) Note making
d) free speech

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other

does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Example of an Information Gap Activity

You are at the corner of Baker Street/Broad Street

	A
	You want to go to the
	Park Hotel
	City Bank
	Car Museum
	Hilda's Flower Shop

Map labels (A): FIRST STREET, WALL STREET, Bank of Arabia, BOURBON STREET, WASHINGTON SQUARE, Bank of Bangkok, COLUMBO STREET, Plaza Hotel, DALLAS STREET, Station, Odeon, Rebecca's Book Shop, BRIDGE STREET, Grand Hotel, BROAD STREET, DENVER STREET, BAKER STREET, Police Station, Entrance, SECOND STREET, GREEN PARK, PARK AVENUE, St. Martin's Church, Lino's Pizza Express, DIMPLE STREET, Smallwood's Department Store, Entrance, THIRD STREET, Jeannie's Jeans Shop

	B
	You want to go to the
	Lino's Pizza Express
	Police Station
	Jeannie's Jeans Shop
	Station

Map labels (B): FIRST STREET, WALL STREET, Bank of Arabia, BOURBON STREET, WASHINGTON SQUARE, Bank of Bangkok, City Bank, COLUMBO STREET, Plaza Hotel, DALLAS STREET, Odeon, Rebecca's Book Shop, BRIDGE STREET, Car Museum, Grand Hotel, BROAD STREET, DENVER STREET, BAKER STREET, Entrance, SECOND STREET, GREEN PARK, PARK AVENUE, Park Hotel, St. Martin's Church, Hilda's Flower Shop, DIMPLE STREET, Smallwood's Department Store, Entrance, THIRD STREET

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.
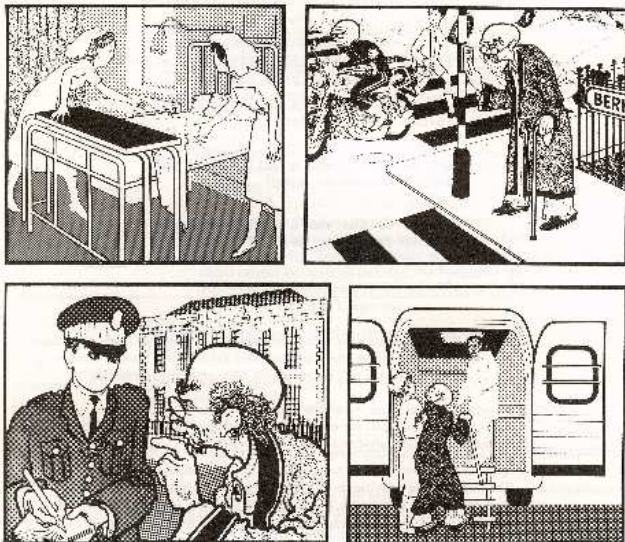
The hospital case
After dividing the class into groups each group is given part of a story (in this case a picture sequence). When they have absorbed the information in their picture, groups are re-combined so that each member of the new group has seen a different picture. By telling each other what their picture contained, the group can build up the complete story. For the sake of convenience we will imagine that we are teaching a group of twenty-four students.

Stage 1 Students are put into groups (of six, for example). *Stage 2* Each member of each group is given a letter: *A, B, C, D, E,* and *F* (vitally important).

Stage 4 The teacher collects the pictures. The teacher then asks the students to form new groups. He tells all those students with the letter *A* (there will be four) to form a new group, all those students with the letter *B* to form a different group, and the same for students with the letters *C, D,* etc.
Stage 5 The teacher tells each group to try and piece together the whole story (since each student was originally in a group which saw a different picture).
Stage 6 The teacher then asks the different groups to say what their stories are. Very often (and particularly with a sequence like the one shown here) the stories will differ to a large extent! The teacher finally shows all the students all the pictures.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions* .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find **role playing** enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Examle

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Example of a discussion:
Living in a town or in the country
Think of pros and cons of living in a town or in the country. Then decide where you would like to live and give reasons why.
Discuss yor views with your partner.
Use words and phrases
I have lived in….. for/since…
I think it's much better / much more interesting/ a lot healthier to…..
What I really like / don't like about living in…. is…..
I would never want to live in….. because…..
I'm happy living in….
I would really like living in…..

The New You&ME 4; Unit 11: **A real break**

Times had been hard for the Sandquist family. Mr Sandquist had been without a job for more than a year. What Mrs Sandquist earned as a teacher was certainly not enough. So the family had had to sell their beautiful home in one of the more fashionable parts of San Francisco and move to a less expensive place. Lori, their 18-year-old daughter, hadn't found a proper job yet, and Ray, their 17-year-old son, had still got another year to go in high school. Then one day, Ray came home with exciting news. One of the Baseball League talent scouts had been watching him play. He had asked Ray if he wanted to play for the Saints, the city's best team. This was a real break for Ray. It was what he had been dreaming of for years. On the same day, Lori had a job interview with a law firm, and the interview had gone extremely well. The chances were high that she would get a job as a secretary. At last, after all the months of job-hunting,

there was a strong chance that she'd finally get the kind of job she was looking for. Ray and Lori were very happy, and so was their mother. They couldn't wait to tell Dad who had also gone for a job interview. When he got back, they wanted to tell him their good news. But before they could do so, he announced that he had got a new job as assistant manager of a software firm, with very good chances of becoming a full manager soon. After all their troubles, this seemed to be the Sandquists' lucky day. And then Dad said that he had already had a word with a real estate agent about selling the house. To Lori's and Ray's alarm it turned out that Dad's new job was in Madison, Wisconsin! If they moved, Mrs Sandquist would have to find a new job, Ray wouldn't be able to play for the Saints, and Lori wouldn't be able to start her new job. However, their dadjnsisted that he - as "the head of the family" - had the right to decide, and that they would move in a month's time.

Do you think that the father is fair to his family? Why/why not?
How would you feel if you were Mrs Sandquist, Ray or Lori?
Which of these possible solutions to the Sandquists' dilemma do you think would be best?
• Mr Sandquist moves to Madison. His family stays in San Francisco.
• They all move to Madison.
• They all stay in San Francisco and Mr Sandquist has no job.
• The parents move to Madison. Lori and Ray stay in San Francisco.
The position of the mother seems to be very difficult. Explain why.
Have you ever been asked to give up a dream because your family wanted you to?
What was it?

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

Tasks that serve the purpose of developing communication

Piepho, H.-E.: Establishing Objectives in the TOE. In: The Communicative Teaching of English: Longman 1983, S.20ff)

Aims: developing communicative abilities,
(a) receptively
(b) interpretatively
(c) re-constructively
(d) reproductively
(e) constructively

It is worth making the following distinctions:

1. **Tasks that PREPARE for communication**
   Introduce related vocabulary, structural pattern;

2. **Tasks that DEVELOP communication**
   A discourse is divided into sections that are finally reassembled into a whole

3. **Tasks that STRUCTURE communication**
   Concentrate on ways of developing alternative linguistic realisation of the particular speech acts and intentions involved.

4. **Tasks that SIMULATE communication**
   A role play, a debate where ps. learn to use language creatively with a variety of different possible routes.

5. **Tasks that ARE communication**
   i.e. classroom discourse among learners, teacher and pupils, interaction between / learners and native speakers or other English language users

---

Basic Principles of CELT
(a) Learners recognise and know the aims of all activities in which they are involved
(b) The language has to be situational and contextualised and to be specified in relation to the following components of events:
WHO? Is speaking about WHAT? With what PURPOSE in which types of DISCOURSE to what general AIM and WHERE does the speech act take place?

Example of developing communication

(ref. to Y/ME 4, U 6/Tb 607 **ex** 4)
Objective: A penal discussion on "building a bypass"

(1)   PREPARING COMMUNICATION:
Tasks:
1. Search read for the new words on the role cards, mark them and tick them off on your vocab. Sheet
2. Study time: Study to know the meaning of the words
3. Introduce learners to expressions for giving one's point of view

(2) DEVELOPING COMMUNICATION.
1. Task: Learners take notes of their specific role (i.e. I am against the road: Reasons are: I live in the centre of.... etc)
2. Rehearsing role card statements

(3) STRUCTURE COMUNICATION:

Task: Ls now try to paraphrase statements by using dialogue links: (I think, in my opinion, I don't agree, I disagree, I protest against etc.)

(4) SIMULATE COMMUNICATION.
Task a: Setting the scene = a panel platform
Task b: Rehearsing the panel discussion in teams of 5. one learner acts as the chairman/lady
Task c: Simulate the discussion in class without any notes. All groups perform.

(5) REAL COMMUNICATION:
Tasks: Refer to similar environmental problems in you home town or country. The learners create interview questions:
.

An oral communication typology

IN: CANDLIN, Ch.: The communicative teaching of English, Longman 1983

(1) GET ORGANIZED CONCEPT
Can be used to practise selected language items such as lexical items, or matching sentence halves or pictures
i.e (a) Y/M I/ Tbl 19/2; (b) I, Tb 1227 7;
Other examples:
_____

(2)TRUE/FALSE TYPE:
Here the learners´ awareness is sharpened while listening to a statement or longer text:
Immediately learners respond to the sentences by either true or false.
i.e I, Tbl 20/3 and 4;

(3) SWITCHBOARD TYPE
= are substitution tables that are only of value if they offer the learners the chance to produce meaningful utterances within a relevant communicative framework.
ie.Tbl07/3; Tb 102/7;
_____

(4) PICTURE CUE TYPE
 Here pictures control and steer the learners" utterances.
I, Wb 108/6; Wb69/7;

---

(5) RESTORATION
Often in form of a gap-filling exercise:
Wb56/3;Wb35/l;

RESTORATION of a story with catchwords and connectives: Serve as a first step to develop learners' narrative ability
Wbll5/5;Wb94/6;

---

(6) DEFECTIVE DIALOGUES:
i.e. The Comm. T. p104

---

(7) GUIDED INTERACTION
Tbl35/3;Tb66/5;

---

(8) OPEN DIALOGUE :
Parts of the dialogues influence the learners' replies but learners are not restricted to using a particular expression. To this extent the dialogue satisfies the criterion of openness.
Wb 108/7;

---

(9) SUMMING UP QUESTIONAIRES
 extracting info from graphs, diagrams. A survey sheet allow learners to compile and collate the information they have gathered
Tb70/4;

---

(10) DISCOURSE CHARTS FOR PRACTISING VARIOUS SPEECH INTENTIONS
opinion, justifying, agreeing, disagreeing, contradicting etc.
In:2. Comm. T. 154

---

(13) INTERVIEW:
Questions and answers:
i.e. ....

Communication: Checklist Referring to year 2;
Book: The New You &MeII, *'group3'*

Unit/Topic	Simple skills = standards: What I can say	ls[1]	Teacher	My goals
Revision: Birthdays Interview	I can ask somebody when his/her birthday is.			
Happy Birthday	I can say when my birthday is I can recall the days of week and months:			
Unit 1: Everyday English: Interview about holidays	I can ask and answer questions about holidays: *Where somebody went to, where somebody stayed, how she/she went there, how he/she liked it, how it was, how long he/she stayed*			
Unit 1: About my holidays:	I can speak about my holidays in simple words using the past tense: *In my holiday I was in Greece. I went ...?*			
Unit 2. Interview Asking/Telling the way	I can ask her/him for telling me the way: *Excuse me, how do I ....?* I can tell how to get to places in town			
Telling the way	I can tell how to get to my home			
Unit 3: Friends Interview	I can make an interview about a friend: *Ask how old, what you do together, what he/she is good/ not so good at, why I like my friend, what we both like;*			
Unit 3: Friends	I can speak about a good friend of mine.			
Unit 5: Mascots:	I can talk about the mime story about the test in the present tense			
Unit 5 Mascots, lucky charms interview	I can make an interview about mascots: - *Ask if he/she has a mascot, who gave it to you, where he/she bought it or got it as a present, when he/she got/bought it,*			
Unit 6 Telling strange stories	I can retell the boy who went fishing story I can retell the hitch-hiker story			
Unit 7. Pocket money. Interview	I can make an interview about pocket money: *Do you get any pocket money?*			
Unit 7. Pocket money.	I can speak about pocket money: *(I get pocket money from my ....)*			
Unit 8. Feelings Interview	I can make asks others how they feel when they go to school, get up, have a bad mark etc.			
Unit8. Feelings	I can describe my feelings: *Today I feel proud.*			
Unit 8 Feelings	I can tell how I feel in many situations: *When I am late for school I feel ...*			

Communicative language teaching

Introduction
Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistis, such as Firth and Halliday, as well as American sociolinguists, such as Hymes ,Gumperz and Labov and the writings of Austin and Searle on speech acts.

Approach
Theory of language
The functional view of language is the primary one behind the communicative method

Theory of learning
Not a great deal has been written about the learning theory behind the communicative approaches, but here are some principles that may be inferred:
• activities that involve real communication promote learning
• activities in which language is used for carrying out meaningful tasks promote learning
• language that is meaningful to the learner promotes learning

Design
Objectives
Here are some of the objectives of Communicative Language Teaching:
• students will learn to use language as a means of expression
• students will use language as a means of expressing values and judgments
• students will learn to express the functions that best meet their own communication needs.

The syllabus
Communicative language teaching often uses a functional-notional syllabus.
Yalden(1987) has classified a number of communicative syllabus types.

Types of learning techniques and activities
Communicative language teaching uses almost any activity that engages learners in authentic communication.
LITTLEWOOD, however has distinguished two major activity types:
• functional communication activities: ones aimed at developing certain language skills and functions, but which involve communication, and
• social interaction activities, such as conversation and discussion sessions, dialogues and role plays

Procedure
It is difficult to summarize the procedure in communicative classes because of the wide variety of activities used.

The communicative view of language

Introduction
The communicative, or functional view of language is the view that language is a vehicle for the expression of functional meaning. The semantic and communicative dimensions of language are more emphasized than the grammatical characteristics, although these are also included.

Areas of research drawn on
Here are some of the areas of research in this view of language:
• sociolinguistics
• pragmatics
• semantics

Target of language learning
The target of language learning is to learn to express communication functions and categories of meaning

Approaches and methods based on this view
Some of the language learning approaches and methods based on this view of language are:
• communicative approaches
• functional-notional syllabuses
• The Natural Approach

Reference
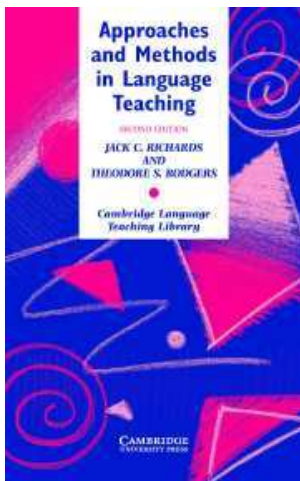
Richards, Jack C. and Theodore S. Rodgers. 1986. ***Approaches and methods in language teaching****: A description and analysis.* Cambridge: Cambridge University Press. 167pp.
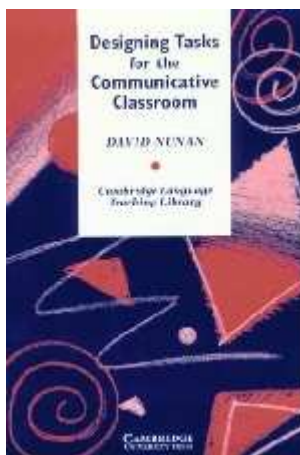
Designing Tasks for the Communicative Classroom

David Nunan
Components
This book provides a balanced introduction to both the theoretical and practical aspects of communicative task design, and is aimed at all second and foreign language teachers who want to develop their own tasks, or adopt/adapt those of others. The major purpose of the book is to integrate recent research and practice in language teaching into a framework for analysing learning tasks.
This framework should help teachers select, adapt or create their own communicative tasks. The ideas presented are relevant to teachers working in or preparing for a range of teaching situations with a variety of learner types.

Teaching the Spoken Language Gillian Brown and George Yule
Components
This book is about teaching the spoken language. It presents in a highly accessible form the results of the authors' important research on teaching and assessing effective communication. The principle and techniques described apply to the teaching of English as a foreign and second language, and are also highly relevant to the teaching of the mother tongue.
The accompanying cassette contains extracts from original source recordings which are transcribed as examples in the book.
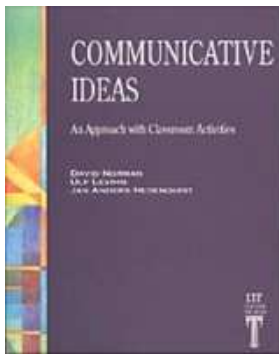
David Norman, Ulf Levihn, Jan Anders Hedenquist
Communicative Ideas - An Approach with Classroom Activities
Thomson ELT
ISBN 0906717388
COMMUNICATIVE IDEAS takes the idea of student involvement and cooperation and shows teachers how these ideas can be part of their own teaching. It helps students learn in a relaxed, cooperative and genuinely communicative atmosphere. Packed with lesson ideas

Speaking techniques
By Sirnon Murnford anci Steve Darn *I \Tll*
http://www.onestopenglish.com/Teacher Support/Methodology/Arc hive/classroom-management/speaking correction techniques.htm
Contents:
Page 1 - Introduction | Part 1: While-speaking correction
Page 2
I want to know. What's the best way to correct students when they make a mistake, especially when they are speaking? Posted: 30 May 2005 at 9:00pm
Introduction
Everyone makes mistakes, even speakers using their own language when they are hurried, 'lost for words', or forced into inappropriate language by a difficult or unusual situation. It is hardly surprising, then, that language learners make mistakes, given the difficulty of the task of comprehending, processing the content of the message and knowledge of the target language, and coming out with a response that is both grammatically correct and appropriate to the situation.
It is generally agreed that correction is part of the teaching/learning process, but that over-correction and poor correction techniques can be demotivating for the learner and may lead to a reluctance to try out new language or even to speak at all. Teachers need to make informed decisions about what, when and how to correct in order to help learners improve their speaking skills without damaging their confidence. The following are important points to consider: