

TEACHING LANGUAGE SKILLS

PART 2- PRODUCTIVE SKILLS

PRODUCTIVE SKILLS:

***A basic methodology model for teaching productive skills:**

- 1- Lead-in stage:
- 2- Set the task
- 3- Monitor the task
- 4- Task feedback
- 5- Task-related follow up

***The Language Issues (Problem) for PRODUCTIVE Skills:**

For productive skills, learners may have problems of vocabulary and grammar. There are a number of steps we can take which will help students achieve success:

- 1- Supply key language
Teach key vocabulary before the activity—more exposure and practice!
- 2- Plan activities in advance
Plan production activities!

***PROJECTS for PRODUCTIVE Skills:**

For children → produce their own booklets, computer based materials, cookbooks, etc.

It helps to skill integration and information gathering!!!

Projects for EFL/ ESL → class newspaper, brochures, prepare for a debate, etc...

→Steps for project work:

1- The briefing/ the choice:
Decide on topic!(the choice)
Decide aims of the project, ways of gathering data, timescale of project! (the briefing)

2- idea/ language generation:
What is going into their project?
What they have to find out?
Where they can find that info?

3- Data Gathering:
-gather data from the sources
-they can design questionnaires
-they can interview
-use internet, books
-watch TV programmes, listen to radio

4- Planning:
Make a plan of how the final project will be set out

5- Drafting and Editing

6- The Result

7- consultation/ tutorial

→webquest project:

Allows teachers to get their students to do research from the comfort of a computer terminal.

A.SPEAKING:

***CHARACTERISTICS OF SPEECH PRODUCTION:**

→Essentially linear; it takes place in real time

→Each utterance is dependent on the preceding one; therefore, it is spontaneous /contingent

→Un/planned

→the planning time is really limited

→Elliptical

→Use of pronouns

→Deictic expressions (this/that/here/there/now/then)

→Use of simplified structure

→Use of formulaic expressions

→Use of fillers and hesitation devices

***TYPES OF ORAL LANGUAGE:**

→Participation

- Interactive (multi-party speech)
- Non-interactive (monologue)

→Planning

- Unplanned
- Planned

→Purpose

- Interpersonal
- Transactional

***On the basis of these criteria, we can classify speaking genres according to their general purposes, the kind of participation they involve, and the degree of planning. For example:

	purpose	participation	planning
airport announcements	transactional	non-interactive	planned
sports commentary	transactional	non-interactive	unplanned
job interview	transactional	interactive	(partly) planned
service encounter	transactional	interactive	unplanned
joke telling	interpersonal	(partly) interactive	(partly) planned
leaving a voice-mail message	transactional or interpersonal	non-interactive	unplanned
casual conversation	interpersonal	interactive	unplanned

*SPEECH PRODUCTION :

What is involved in speech production process?

1) CONCEPTUALIZATION

- Decide what to say.
- Think about the utterance;
 - its discourse type;
 - its topic
 - its purpose.

2) FORMULATION

- Formulate the ideas
- Making strategic choices at the level of ;
 - Discourse (script)
 - Syntax
 - Vocabulary
 - Grammar (Add-on Strategy)
 - Pragmatics (extra decisions at the pragmatic level)

3)ARTICULATION

- Producing the sounds
- Processes of loudness, pitch direction
- Pausing
- Production of meaningful utterances

→How do we correct the mistakes we make while speaking?

4)SELF-MONITORING

- **Self-monitoring at the conceptualization stage:**
 - may result in the abandonment of the message.
- **Self-monitoring at the formulation stage:**
 - may result in a slowing down or a pause and the subsequent backtracking and re-phrasing of an utterance.
- **Self-monitoring at the articulation stage:**
 - results in the kind of corrections that fluent speakers have to make when sth. happens.

*NECESSARY CONDITIONS FOR SPEECH PRODUCTION:

- Fluency
- Automaticity

➤ What are the features of fluency?

1. the speed
2. infrequent pauses
3. pauses occur at meaningful transition points
4. long runs of syllables and words between pauses
5. using pause fillers (production strategies)

- **What is needed to achieve any degree of fluency?**
 - some degree of automaticity
- **How can automaticity be achieved?**
 - through the use of prefabricated chunks.
 - Through discourse level procedures (taking turns- avoidance of long silences)
 - Through practice

***MANAGING TALK:**

→Interaction:

- **What are the main characteristics of an interaction?**
 - information gap
 - choice
 - feedback

→Turn taking:

- **How does a speaker signal his/her conversational intentions?**

By using conversational discourse markers.

Discourse marker signals a speaker's conversational intentions. It lets other speakers know what your intentions are.

Typical discourse markers for managing turn-taking include:

- that reminds me (= I'm continuing the same topic)*
- by the way (= I'm indicating a topic change)*
- well anyway (= I'm returning to the topic)*
- like I say (= I'm repeating what I said before)*
- yes, but (= I'm indicating a difference of opinion)*
- yes no I know (= I'm indicating agreement with a negative idea)*
- uh-huh (= I'm listening)*

→Paralinguistics:

Negotiation of speaking turns does not rely on words alone. The interactional use of eye gaze and gesture are known as **paralinguistics**.

SPEAKING AS KNOWLEDGE (What does a speaker know?)

1) Extralinguistic knowledge

- topic and cultural knowledge (common experience and background about the topic and culture)
- knowledge of the context (reference to the immediate context)
- familiarity with the other speakers (relation between the speakers and the degree of shared knowledge)

■ **Sociocultural knowledge**

*In X country, long silences are tolerated in conversations

*In Y country, you don't normally ask people why they are not married

- Knowledge about social values and the norms of a behavior in a given society.
- Certain speech events such as greetings, requests, or apologies, may differ in different social groups.

2) Linguistic knowledge

■ **Genre knowledge (type of speech event)**

→How is the structure of a genre determined?

- **Purpose of speaking:** There are two main functions of speaking:

- **transactional function** - the primary purpose is to convey information and facilitate the exchange of goods or services;
- **interpersonal function** – aim is to establish and maintain social relations.

- **Interactive vs. Non-interactive**
- **Planned vs. Unplanned**

E.g. (Speaking genres)

- Airport announcements
- Sports commentary
- Job interview
- Service Encounters
- Joke telling

➤ Casual conversation

■ **Discourse knowledge**

- Knowing how to organize and connect individual utterances,
- how to map this knowledge on to the turn-taking structures of interactive talk
- How to use discourse markers
- The use of discourse markers is important in:
 - the fluid management of interactive talk
 - signaling one's intentions,

■ **Grammar Knowledge**

- holding the conversational turn,
- marking the boundaries in a talk.

■ **Pragmatic knowledge** (relation between language and its contexts of use, purpose of use)

- **Speech acts (function)**
- **The co-operative principle** (co-operation between speaker and interlocutor)
 - Quantity-informative as required
 - Quality- true knowledge
 - Relation-Relevant knowledge
 - Manner- Brief and orderly speaking (no obscurity and ambiguity)
- **Politeness** (Please, thank you, etc.)
- **Register** (Formality degree? Formal? Informal? TENOR-FIELD- MODE)

WRITTEN GRAMMAR	SPOKEN GRAMMAR
Sentence-based	Clause-based (Minimal planning)
Embedding(Subordination)	Co-ordination (Add-on strategy)
Subject+ Verb +Object	Head + Body + Tail
Reported Speech	Direct Speech
Precision	Vagueness
Little Ellipsis	A lot of Ellipsis
No question tags	Many question tags
No performance effects	Performance effects (audible effects of real-time processing) <ul style="list-style-type: none"> -hesitation -Repeats -False starts -Incompletion -Syntactic Blends
*Other difference between written and spoken grammar: distribution of particular language items	

■ **Vocabulary Knowledge**

- Discourse markers
- Words/Expressions that express speaker's attitude (stance)

- Speakers also employ a lot of words and expressions that express positive or negative appraisal.
- Deictic Expressions

➤ **Chunks**

- Speakers also make use of chunks (also called as lexical phrases, holophrases, formulaic language, and prefabricated chunks.)

■ **Phonology Knowledge**

- *Pronunciation, stress, and intonation.*

■ **PERFORMANCE FACTORS**

- Planning and rehearsal time
- Time pressure
- Environmental conditions
- Degree of collaboration
- Discourse control
- Mode of speaking

***COMMUNICATION STRATEGIES:**

Strategic competence is achieved by means of what are called **communication strategies**.

Some common communication strategies are:

- circumlocution: such as *I get a red in my head to mean shy*
- word coinage: such as *vegetarianist for vegetarian*
- foreignizing a word: *warmer instead of heater*
- approximation improvising: using an alternative, related word, such as using work table for "workbench"
- using an all-purpose word: such as stuff, thing, make, do
- language switch: using the L1 word or expression (also called code-switching)

SPEECH CONDITIONS:

■ **COGNITIVE FACTORS**

- Familiarity with the topic
- Familiarity with the genre
- Familiarity with the interlocutors
- Processing Demands

■ **AFFECTIVE (EMOTIONAL) FACTORS**

- Feelings towards the topic/ the participants
- Self-consciousness

- paralinguistics: using gesture, mime, and so on, to convey the intended meaning

- appealing for help, e.g. by leaving an utterance incomplete:

Speaker 1: The taxi driver get angry, he lose his, erm, how you say?

Speaker 2: temper

Speaker 1: he lose his temper and he shout me.

- avoidance strategy (discarding): such as abandoning the message altogether or replacing the original message with one that is less ambitious.
- discourse strategy is the wholesale borrowing by the speaker of segments of other speakers' utterances, often in the form of unanalyzed units, as in this instance:

Speaker 1: When did you last see your brother?

Speaker 2: Last see your brother six years ago ...

A related discourse strategy is the repetition of one's own previous utterance:

Speaker 1: The woman hear a noise ...

Speaker 2: What kind of noise?

Speaker 1: The woman hear a noise, loud one ...

!!! These strategies help to create **illusion of fluency!**

!!! **BUT** long term use of these strategies may affect the learner's developing language system (fossilization and lack of linguistic competence – developing only strategic competence)

➤ **Is the lesson sequence for receptive skills adequate for productive skills as well?**

- Nooo ☹️

➤ **What are the new stages for teaching speaking?**

*THE STAGES OF TEACHING SPEAKING PROCESS:

■ **Awareness raising:**

Learners need to be aware of features of the target language.

■ **Appropriation:**

Learners need to integrate these features into their existing knowledge.

■ **Autonomy:**

Learners need to develop the capacity to mobilize these features under real-time conditions and unassisted.

1) AWARENESS-RAISING:

- To raise the awareness of the student. Awareness activities have dual function:
 - Discovering knowledge gaps
 - Filling these knowledge gaps

➤ **How is this function fulfilled?**

- Awareness involves at least three processes:

a)Attention(help the students to get interested, involved and curious)

- It is drawing students' attention to the target language feature
- Students should be alert: interested, involved and curious.

b)Noticing (help the students notice the language feature)

- It is conscious registering of the occurrence of something.
- Noticing is likely to take place :
 - If the target language feature is **salient** (because of its **frequency, size, significance, or usefulness** among other things)
 - If it has already been pointed out,
 - If it is surprising

➤ **What are the techniques for noticing?**

1. Identifying
2. Counting
3. Classifying
4. Matching
5. Connecting
6. Comparing and contrasting
7. Fill in the gaps in a transcript

➤ **What are the tools/materials to use for attention & noticing?**

- **Live listening:**
 - Anecdotes (usually having a humorous or unusual outcome) told by the teacher
 - A guest speaker
- **Recordings & tapescripts (texts)**

c)Understanding(help them to recognize a general rule)

- It is recognizing a general rule or principle or pattern.
- Understanding is more likely if there are several instances of the item.

2) APPROPRIATION:

- **Collaborative construction of Behavior + Mental Process**
- **Appropriation Activities:**

These activities :

- help the students practice the skill,
- help the students take over the ownership of the practiced language feature, by providing practiced control,

❖ Not controlled practice!!!

➤ **What is the difference between controlled practice and practiced control?**

- **Controlled practice:** repetitive practice of language items in conditions where the possibility of making mistakes is minimized. Mainly drilling
- **Practiced control:** involves demonstrating progressive control of a skill where possibility of making mistakes is ever present but where support is always at hand.

➤ **Suggested Activities for Appropriation?**

(Some of these activities are mentioned in your book, but the others are extra ones out of your syllabus. Be careful!)

1. Drilling: imitating and repeating words, phrases and even the whole utterance.

Advantage:

- It helps with gaining control over language.
- It is a way for fine tuning for articulation.
- Help in the storing & retrieving of the chunks as whole units.

2. Chants

- Playful form of practice
- Contextualized and more meaningful form of drilling
- E.g. Divide the class into two groups.
- One group chants the problem, the other group chants the advice.

3. Milling activities:

- more communicative way of providing repetitive practice
- How?
- E.g. Students walk around the class to ask the same question to other learners with a view to completing a survey.
- In groups a person states a problem given by the teacher & asks for advice to different students.

4. Dialogues:

- Interaction taking place between two people
- Sts. Work in pairs
- How are the dialogue activities designed?
- Dialogues:
- ✓ Dialogues can be presented in full text. (Sts. act their parts - Sts. are given roles)
- ✓ Jumbled dialogue can be given. –Sts. put it into order & then act out)
- ✓ After the taped dialogue is listened to, & repeated through different activities T. writes some cue words on board & sts. try to act out the dialogue using the cues.
- ✓ Dialogues using cue-cards
- ✓ These are examples of info-gap activities
- ✓ Different amounts of information can be given on the cue cards depending on the readiness level of the students

- Dialogue activities using cue-cards:

1. no choice cue cards
2. one-sided choice cue cards
3. two-sided choice cue cards

5. Manipulation drills:

parts of a sentence is given and students are expected to form sentences using good intonation

6. Casting conversations: Students are expected to form conversations based on the given context and justify their choice. Talking about their choice will help them understand register.

7. Substitution: In a given dialogue target phrases are underlined and students are required to replace these phrases with another one with similar function.

8. Faded dialogues (Incomplete dialogues):

Students fill in the blanks in a given dialogue using appropriate phrases.

9. Paper conversation: Students write down the dialogue instead of talking.

3) AUTONOMY :

- To maximize speaking opportunities and increase the chances that learners will experience autonomous language use.
- To achieve this, the following conditions need to be met:

1. Productivity
2. Purposefulness
3. Interactivity
4. Challenge
5. Safety
6. Authenticity

➤ **Suggested activities for Autonomy?**

- Presentation and talks
- Stories, Jokes and anecdotes
- Drama, Role-play and simulation Conversation and chat (open/close pairwork)
- Outside-class speaking activities
- Discussions and debates
 - **Buzz groups:** these can be used for a whole range of discussions. For example, we might want students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it.
 - **Instant comment:** another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating

students to say the first thing that comes into their head.

- **Formal debates:** in a formal debate, students prepare arguments in favor or against various propositions. In order for debates to be successful, students need to be given time to plan their arguments, often in groups. A popular debate game is "balloon debate".

- **Unplanned discussion:** Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.

- **Reaching a consensus:** One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

➤ **What are teacher's roles in a speaking lesson?**

- PROMPTER
- PARTICIPANT
- FEEDBACK PROVIDE

EGEMİZ

B.WRITING:

*WRITING AS A PROCESS:

*Writing process depends on:

- content
- medium
- type of writing

*Writing process stages:

- planning
- drafting
- editing
- final version (final draft)

1) Planning:

- note down various ideas
- select the best ideas for inclusion
- decide on information for each paragraph and the order the paragraphs should go in

-We basically plan:

- a) purpose (type of the text- language they use- information they include)
- b) audience (shape of writing- choice of language)
- c) content structure (best sequence of ideas)

2) Drafting:

- writing out a rough version
- writing a clean copy of the corrected version (re-drafting)

3) Editing:

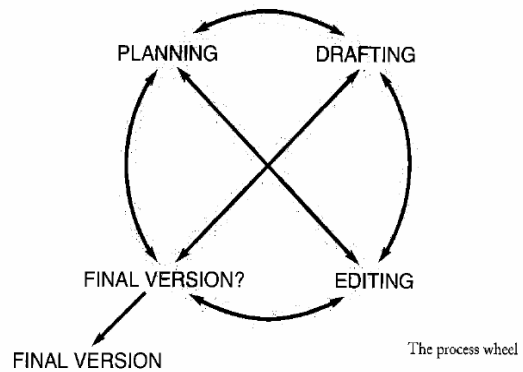
- checking language use, spelling, punctuation, unnecessary repetition of words/information

4) Final version/draft:

- End-product which is ready to be read

***Writing process is **RECURSIVE!!!**

The process of writing is **not linear**, but rather **recursive**. This means that writers plan, draft, and edit but then often **re-plan, re-draft, re-edit**. Clear writing process → **the process wheel**



*PROCESS & PRODUCT WRITING:

*In the teaching of writing we can either focus:

- on the product of that writing or
- on the writing process itself.

***Product Approach** → an approach which values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself). We are only interested in the aim of a task and in the end product.

***Process Approach** → This pays attention to the various stages that any piece of writing goes through.

*SPEAKING & WRITING

1) TIME AND SPACE:

Speaking →

- Here and now principle (transient)
- Words fly on the wind

Writing →

- Time and space principle (permanent)
- Written words stay around

2) PARTICIPANTS:

Speaking →

- Specific audience
- Individual Addressee
- Face-to-face Interaction
- Co-participant

Writing →

- General Audience
- Type (group) of people

-No co-participant

3) PROCESS:

Speaking→

- little time lag between production and reception
- great speed
- instant quick decisions
- modify- repetition, rephrasing, time buying expressions

Writing→

- Recursiveness
- Multiple drafting

4) ORGANISATION AND LANGUAGE:

*In terms of organization:

Speaking→

- unpredictable structure
- undefined organization (except phatic events)

Writing→

- follow present patterns
- defined organization (Standard English Paragraph Structure)
- predictable structure

*In terms of language used:

-Correctness, well-formedness and lexical density are much more important for writing!!!

Speaking→

- small chunks of language
- condensed questions (Coffee?)
- lexical density(more grammatical words)
- lexical variety
- interjections (wow!)
- non-clausal units
- non-sense words
- contracted words (isn't)
- question tags

Writing→

- fully formed sentences
- lexical density (more content words)

5) SIGNS AND SYMBOLS:

Speaking→

- more sign and symbol
- paralinguistic features (intonation, stress, speed, dramatic pauses, gestures, mimes)

Writing→

- punctuation
- changing order of clauses
- underlying, italics, capitals
- emoticons =)

6) PRODUCT:

Speaking→ work-in-progress (errors tolerated)

Writing→ finished product (errors NOT tolerated)

*WRITTEN TEXT:

Purpose→ Genre→ Text construction→ Register→
Tone of register→ Topic Vocabulary

For successful communication→ Schematic Knowledge:

- Genre knowledge
- Topic knowledge
- General world knowledge
- Sociocultural knowledge
- Context / Audience Knowledge

*COHESION (Cohesive text)

1) Lexical cohesion

- a) repetition of words
- b) lexical set chains

2) Grammatical cohesion

- a) pronoun/possessive reference
- b) article reference (anaphoric-exophoric)
- c) tense agreement
- d) linkers
- e) substitution/ ellipsis

*COHERENCE (Coherent text)

- internal logic- in a coherent text:
- writer's purpose
 - writer's line of thought are clear!

***REGISTER:**

-Language that we use in a particular situation when communicating with a particular group of people
 a) tone of register (formality degree)

b) topic vocabulary

***Same genre may have different registers!

***PROCESS TRAP:**

-Too long process, too much time spent on process writing

- causes time and space problem

-students need some instant writing, writing fluency and creativity, too!

***GENRE TRAP:**

-Concentrating too much on the study and analysis of different genres

-over emphasis on genre

- we use give example text- not model text!

-limit imitating!

- be prescriptive rather than descriptive BUT not TOO prescriptive!

-Give as many examples as possible!

-With variety of such exposure, students will be able to write descriptive at last!

WRITING TYPES IN LANGUAGE CLASSROOM:*1) WRITING FOR LEARNING:**

-writing to learn better

-general language development **MUST** occur

-general writing development **MAY** occur

a) Reinforcement Writing (to practice grammar/vocabulary)

b) Preparation Writing (note down ideas for discussion)

c) Activity Writing (dialogue/act out, questionnaires, interviews)

2) WRITING FOR WRITING:

- help students become better writers

-teach how to write in a various genre using different registers, text construction, cohesion, coherence

-teach handwriting, spelling, orthography

- general writing development **MUST** occur

-general language development **MAY** occur

***WRITING PURPOSES:**

1) ESL→ live in target language community, immigrants (day-to-day writing)

2) ESP→ people going to work in USA as a nurse, Business English, etc.

3) EFL→ general English at schools, visitors of target community (prepare a writing repertoire)

***CREATIVE WRITING:**

-provoke students go beyond everyday

-imagination has a chance to run free

-story-poem-journal

Creative writing=invented purpose

***TEACHER'S ROLES AT WRITING FOR WRITING:**

1) Demonstrating: attention to genre constraints

2) Motivating and provoking: provoke students into having ideas, create fun-enthusiasm, help students when they are stuck

3) Supporting: carry them out, overcome difficulties

4) Responding: supportive, suggestion, not grading or judging, no direct correction

5) Evaluation: correct mistakes, grade

*** NUTS AND BOLTS OF WRITING:**

-Handwriting

-Spelling

-Punctuation

***HANDWRITING:**

1) Recognition

2) Production

***SPELLING:**

-lack of sound-letter correspondence! Chaotic!

-as much extensive reading as possible!

***COPYING:**

a) disguised word copying

b) copying from the board

c) making notes

d) whisper writing

***PARALLEL WRITING (Paralellism):**

1) sentence production→ grammar reinforcement, ask to write similar sentences

2) paired sentences→ pronoun, cohesion, reference expressions

- 3) paragraph construction → substitution drill style which is identical to one they've just read
- 4) controlled text construction → coherence- logical organization
- 5) free text construction → students are free how closely they wish to follow original model

***BUILDING WRITING HABIT:**

→ Students are reluctant for writing, because:

- anxiety of handwriting, spelling, constructing sentences
- no writing habit in L1
- having nothing to say
- no interest in writing, waste of time

→ What students need?

- information & task information
- language
- idea
- patterns & schemes

→ For building writing habit:

1) INSTANT WRITING:

- no preparation
- no warning
- not a long writing, not a process

A) Sentence writing:

- a) dictating sentence for completion
- b) writing sentences
- c) the weather forecast

B) Using music:

- a) words
- b) what is the composer describing?
- c) film scores
- d) how does it make me feel?
- e) musical stories

C) Using pictures:

- a) describing pictures
- b) suspects and objects
- c) write postcards
- d) portraits
- e) story tasks

D) Writing poems:

- a) acrostic poems/ alphabet poems
- b) stem/frame poems
- c) metaphor generations

- d) model poems

2) COLLABORATIVE WRITING:

- shared goals, achievement, knowledge
- Scribe → writer of the group

A) Using the board:

- a) Sentence by sentence
- b) dictogloss

B) Writing in pairs and groups:

- a) rewriting(expanding) sentences
- b) first line, last lines
- c) directions, rules, instructions
- d) story reconstruction

***WORKED ON WRITING (process + genre):**

1) GENERATING IDEAS:

- writers need to generate ideas, especially for formal writing

 - a) buzz group
 - b) pyramid planning
 - c) whole group discussion
 - d) note making
 - e) for and against

2) ANALYSING GENRE:

- students analyze the genre through a model text
- audience is vital
 - Formal/informal
 - Why a writer choose some words
 - The way in which info is presented

3) MAKING A PLAN:

- students decide what order to put their ideas in and how best to present their info
- students decide audience
- students decide how to organize their ideas

*** RESPONDING, CORRECTING AND GUIDING:**

***The roles of the teacher:

- examiner
- audience
- assistant
- resource
- evaluator
- editor

→CORRECTING TYPES:

- a) selective correction
- b) using marking scales
- c) using correction symbols
- d) reformulation
- e) referring students to a dictionary or grammar book
- f) ask me
- g) remedial teaching

→RESPONDING TYPES:

- a) responding to work-in progress
- b) responding by written comment
- c) post-task statements
- d) taped comments
- e) electronic comments

*** JOURNAL WRITING:**

1) STUDENTS JOURNALS:

***Journal writing benefits:**

- 1) Value of reflection
- 2) Freedom of expression
- 3) Developing writing skill
- 4) Student-teacher dialogue

2) TEACHER JOURNALS:

- a) Reflective Journals
- b) Teacher-to-students Journals