

3. The teacher plays the tape again. This time, students listen closely to the words and fill in missing words in a partial transcript of the passage. Vocabulary is provided.	3. Having a partial transcript helps students to better understand the rapid native-speaker on the tape. In this activity, students focus on details in the passage. Giving the students the missing words lowers their anxiety and makes them more eager to complete the activity.
<i>Post-listening stage</i>	
1. The teacher builds on the context from the listening passage.	1. Students need constant reinforcement of language skills.
2. The task relates to students' own life and experiences.	2. This helps to motivate students.
3. Students are put in pairs to perform the task.	3. Performing this task in pairs makes both students active participants in the interaction.
4. Vocabulary is provided.	4. This helps to decrease the anxiety level of the students. They will feel more free to speak in English.

### Review Questions.

1. State what we should do in:
  - a. the pre-listening stage.
  - b. the while-listening stage.
  - c. the post-listening stage.
2. What theories underlie these listening activities?
3. What are the guiding principles for teaching listening?

# Lecture 8: TEACHING DIALOGUES/ SPEAKING -1

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## I. PRESENTING THE DIALOGUE

To help students understand the dialogue, the teacher can:

1. Give the situation of the entire dialogue simply and briefly in the foreign language if possible pointing to objects or pictures and pointing to each of the figures as he tells what each one is saying.
2. Teach new words and expressions through association with pictures, real objects or gestures before saying the dialogue.
3. Give the native language equivalent, not word-for-word translation of each utterance.

Ex: What on earth are you so lazy!

Lười đầu mà lười thế!

What became Mr. Wilson?

Bây giờ ông Wilson làm gì?

4. Explain the situation briefly in the native language if it is necessary.

## II. PRACTISING THE DIALOGUE.

To help the students say the dialogue with reasonable fluency, you may wish to follow this procedure.

1. Have the students listen to the dialogue 3 or 4 times. The first 2 times, stand at the board and point to each figure as he or she speaks. After that, particularly if the class is large, you may wish to stand in various parts of the room so that students can see your mouth and your gestures.

2. Say each utterance 3 or 4 times and engage the whole class in choral repetition. Model the utterance each time before you ask the class to repeat it.
3. Divide the class in half. Help each half of the class take one role in the dialogue.
4. Reverse the roles.
5. Ask a more able student to come to the front of the room to take one role of the dialogue. You will take the other. Help him by standing next to him and whispering the utterance he has to produce.
6. Follow this procedure with several individual students depending on the complexity of the dialogue.
7. Help 2 students dramatize the dialogue.
8. Help the students learn the dialogue by writing it on the blackboard, gradually erasing more and more words from each utterance and encouraging the students to reconstruct it.

*Note:* You can cross out the steps which are not suitable for your students.

### **III. DEMONSTRATION LESSON**

Frank: Could you help me for a minute, Tom?

Tom: Certainly. What do you want me to do?

F: I'm going to hang up this picture. Could you hold it against the wall so that I can see how it looks?

T: Right.

F: Would you hand me the hammer and give me one of those nails?

T: Here you are.

F: There, how does it look? Have I got it straight?

T: Yes, it 's straight all right but it's upside down.

### **Review Questions.**

1. What can the teacher do to help students understand a dialogue?
2. What are the procedures to practise a dialogue?

# Lecture 9: TEACHING DIALOGUES/ SPEAKING -2

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Source: Teaching English as a Foreign Language - Colin Dawson

## I. Introduction

Dialogues are very good for practising oral work. They are good for pronunciation practice, particularly intonation.

## II. A good dialogue should:

- be short, no more than 12-20 lines
- have only two or three speakers
- be fairly realistic in terms of situation and language.
- *not* introduce too much new material
- contain one or two new grammar points, each repeated two or three times

(Remember that sound effects can add realism and make the dialogue more interesting).

## III. How to Use Dialogues

This is one method of using dialogues but there are many others.

a) Let the class HEAR the whole dialogue before they see it written down.

You can • play a pre-recorded tape.

- read out the dialogue yourself, changing your voice for each different speaker.
- ask one of your more proficient language students to read

one character in the dialogue while you read the other.

- b) After the students have heard the dialogue once, ask a few *simple* questions about it.
- c) Play or read the dialogue again.
- d) Ask some more difficult questions.
- e) Let the students see the written dialogue.
- f) Play or read the dialogue again while the students follow it in their textbooks.
- g) Now go through the pronunciation, vocabulary and grammar that you want to teach in this lesson.
- h) Pay attention to the intonation and stress of key words and phrases.

#### **IV. Follow-up - Some Ideas**

- Let the students read the dialogue in pairs.
- Let one student read one role and the other student try to speak the other role without the book.
- Let the students make up their own similar dialogue and act it out in front of the class.

#### **Review Questions.**

1. What are the characteristics of a good dialogue?
2. How should you teach a dialogue?
3. State some follow-up activities after the dialogue teaching.

# Lecture 10: TEACHING SPEAKING –3

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## I. Guiding Principles

*The following guiding principles are important to keep in mind when teaching speaking:*

- The techniques should cover the range of learner's needs from accuracy to fluency.
- Speaking activities should be motivating to learners.
- Correction of learner errors should occur during speaking activities which are accuracy-oriented not fluency oriented.
- Speaking activities should be integrated with other language skills.
- Students should be encouraged to not only answer questions but also to initiate conversation and to take risks.
- Students should be provided with speaking strategies such as negotiating meaning, asking for clarification, turn-taking etc.
- The teacher should design speaking activities which simulate real-life situations so that students can learn how to speak naturally.

## II. Application of theory to practice

<b>CLASSROOM PRACTICE</b>	<b>UNDERLYING THEORY</b>
<i>Overview of the Speaking lesson</i>	
1. The speaking lesson is divided into five phases: setting the context, linguistic preparation, controlled practice, guided practice, and free practice.	1. Student must be adequately prepared for the speaking activity before they begin to speak. This includes both a description of the communicative context and linguistic preparation.

<p>2. All five stages of the speaking lesson use the same context (e.g. buying a birthday gift).</p>	<p>2. The context helps students comprehend and reinforces learning. It also serves to motivate students.</p>
<p>3. Not every lesson must include all five phases described above. However, controlled practice must precede guided practice, and guided practice must precede free practice. In this way, students are led to communicate more freely.</p>	<p>3. Teachers should sequence the speaking activities so that students can participate successfully. This is best achieved by beginning with more controlled activities and then proceeding to less controlled ones. In the early stages of the speaking lesson, the focus should be more on accuracy. In later stages, the focus shifts to fluency.</p>
<p><i>Setting the context</i></p>	
<p>The teacher introduces the topic of birthday parties and invites students to a birthday party of one of their classmates.</p>	<p>The teacher motivates students by presenting a situation which is appropriate to their lives.</p>
<p><i>Linguistic preparation</i></p>	
<p>1. The teacher reviews topic-related vocabulary which students have learned in this lesson and in previous lessons. S/he may also present a limited number of new words and explain these to the students.</p>	<p>1. This helps the students to perform the speaking activity successfully.</p>
<p>2. S/he divides students into pairs and gives them the task of deciding which items are appropriate ones to bring to a birthday party.</p>	<p>2. This allows students to activate the vocabulary which they will later use in the various phases of the speaking activity.</p>

<p>3. The teacher presents/ reviews key grammatical patterns.</p>	<p>3. This also enables the student to perform the speaking activity successfully.</p>
<p>4. S/he asks students questions using these grammatical patterns: students answer the questions. If the teacher wishes, s/he can have the students both ask and answer the questions themselves.</p>	<p>4. This oral activity allows students to practice the pattern; their performance gives the teacher feedback on whether they are ready to continue with the speaking activity.</p>
<p><i>Controlled practice</i></p>	
<p>The teacher has students work in pairs to complete an information gap activity.</p>	<p>This activity provides students with controlled practice using the vocabulary and grammatical patterns they have just reviewed. The focus here is primarily on accuracy and simple sentence-level production. The students both need to communicate to find the missing information. This is similar to real-life communication.</p>
<p><i>Guided practice</i></p>	
<p>The teacher provides the students with a cloze conversation. They work in pairs to create their own conversations, then perform these conversations for the rest of the class members.</p>	<p>The structured nature of this activity encourages students to participate in a communicative exchange while at the same time giving them the necessary guidance to perform the conversation successfully. The focus is both on accuracy and fluency. Again, the focus is on simple sentence-level production.</p>

<i>Communicative practice</i>	
This activity involves consensus reaching. Students must decide in groups which items to buy and select from the reasons given to rationalize their choices.	This activity encourages students to be creative and to take risks in a communicative exchange. The focus of this activity is primarily on fluency.

### Review Questions.

1. What are the guiding principles in the teaching of speaking?
2. How many phases should a speaking lesson consist of?
3. The role of linguistic preparation in teaching speaking.
4. What is the main focus of communicative practice?

# Lecture 11: TEACHING PRONUNCIATION

## **I. TEACHING SOUNDS**

### ***A. To help students with a difficult sound:***

1. Say the sound clearly, show how it is pronounced in different words and get students to repeat them.
2. Contrast the sound with other, similar sounds.
3. Describe how the sound is produced, if you can do this easily.

### ***B. Example:***

1. Think, thank you
2. Look: tongue between your teeth. Let the air go through: Think, thank you.
3. Everyone: Think, thank you.
4. Tom, can you say it?

## **II. TEACHING STRESS**

### ***A. Stress:***

Most English words have one stressed syllable and two or more unstressed syllables. The vowel in the unstressed syllable is usually reduced; it is pronounced as /ə/ or /ɪ/: apart, vegetable, Monday, between.

In connected speech, more vowels become reduced because complete words are unstressed: There were a lot of people at the party.

### ***B. Ways of showing stress patterns:***

1. Say the sentence, exaggerating the stressed syllable.
2. Clap your hands.



6. Do you mind if I open the window?

7. You can sit down if you like.

### **Review Questions.**

1. Ways of teaching sounds.

2. Methods of teaching stress patterns.

3. Techniques to teach intonation.

