How to Improve Students Speaking Skill

Prepared by:
ABDULLAH ALHUSSAIN
2013
Module IV

How to Improve Students' Speaking Skill

First Training Session 90 Minutes

- Introduction
- Teaching Speaking

Second Training Session 90 Minutes

- Teaching Speaking
- Assessment and Feedback
Task 2 / 2 / 1

With your partner define the speaking skill.

Then explain what does speaking involve.
Speaking is a crucial part of second language learning and teaching. Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication and how well they can express themselves.

- According to Grognet A.G (136:1997) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

- Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. **So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.**

**Speaking involves three dimensions**

1. Using the right words in the right order with the correct pronunciation *(Mechanics)*
2. Knowing when clarity of the message is essential and when precise understanding is not required *(Functions)*
3. Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. *(Social and cultural rules and norms)*
4. To use language as a means of expressing values and judgments and organize their thoughts in a meaningful and logical sequence.
5. To use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)
Task 2 / 2 / 2

Why Teach Speaking?

With your colleagues, list why it is important to teach speaking:

_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________


The importance of teaching speaking:-

1. **Rehearsal:**
   When students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom. Simply enough, when they meet a new friend from abroad the first conversation will be about introducing oneself, one's own family etc… It is a way for students to "get the feel" of what communicating in the foreign language really feels like.

2. **Feedback:**
   Engagement in a speaking task which demands the use of all and any language at the students' command provides feedback for both teacher and students.

3. **Engagement:**
   Completing a speaking task can be really motivating and give satisfaction. Many speaking tasks (role-play, discussions, debate, problem-solving…etc.) are intrinsically enjoyable in themselves and if planned carefully (by the teacher) and completed successfully (by the students) contribute to increasing their self- esteem.
   
   It is also important for the following reasons:

4. **Culture:** to foster students' talent in English language and culture.

5. **Thinking in English:** to foster students' ability of thinking in English.

6. **Help other skills learning:** learning to speak can accelerate the learning of listening, reading and writing in English.
What are the major features of speaking?
"Unlike reading or writing, speaking happens in real time. When you speak you cannot edit and revise what you wish to say, as you can if you are writing."

(Nunan, 2003)

FEATURES OF SPEAKING

1. Spontaneity
   In most situations, people do not plan ahead of time what they are going to say. The fact that speech is spontaneous means that it is full of false starts, repetitions, incomplete sentences, and short phrases. Should we expect the students to produce complete sentences in the language classroom?

2. Timing
   The students must be able to produce unplanned sentences in real time; otherwise people will not have the patience to listen to them.
Task 2 / 2 / 4

With your group, write down the similarities & differences between speaking & writing
SIMILARITIES

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>You speak differently depending on whom you are speaking to and why.</td>
<td>The type of writing varies depending on whom it is written for and why.</td>
</tr>
</tbody>
</table>

DIFFERENCES

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Less formal and conservative.</td>
<td>1. More formal and conservative.</td>
</tr>
<tr>
<td>2. Incomplete sentences—Shorter words and sentences are characteristic of speech.</td>
<td>2. Complete sentences are necessary.</td>
</tr>
<tr>
<td>3. The passive voice occurs less frequently.</td>
<td>3. The passive voice occurs more frequently.</td>
</tr>
<tr>
<td>4. It is easy to communicate anger or excitement</td>
<td>4. You cannot write loudly or shout on paper.</td>
</tr>
</tbody>
</table>
What are some of the problems that students and teachers face in a speaking classroom?
SOME PROBLEMS (communicativebarriers)

1. Shyness and inhibitions:
   Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Student often inhibited about trying to say things in a foreign language in the class s are because they are worried about making mistakes, scared of criticism In or simply shy of the attention that their speech attracts.

2. Finding things to say:
   Even if they are not inhibited, teacher often hear students complain that they cannot think of anything to say. Just providing an interesting topic, as we shall see in the next section, is not enough. Students need to feel that they have something relevant and original to contribute to the discussion, so that at it is worth making the effort to speak.

3. Low participation of individuals:
   Only one participant can talk at a time if he or she is to be heard ; and in a large group this means that each one will have very little talking time. An added problem here is the tendency of some students to dominate, while others speak very little or not at all.

4. L1 use:
   Students do so because it is easier and feels more natural to talk to each other in their own language. Occasional L1 use is inevitable — and, indeed, can be very helpful in solving specific vocabulary problems, for example — but if students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English.
Discuss with your group:

Why are learners unmotivated? What can be done?
Why are learners unmotivated?

• Lack of success over time/lack of perception of progress.
• Uninspired teaching.
• Boredom.
• Lack of perceived relevance of materials.
• Lack of knowledge about the goals of the instructional program.
• Lack of appropriate feedback.

What can be done?

• Make instructional goals explicit to learners.
• Break learning down into sequences of achievable steps.
• Link learning to the needs and interests of the learners.
• Allow learners to bring their own knowledge and perspectives into the learning process.
• Encourage creative language use.
• Help learners to identify the strategies implied the learning tasks they are engaged in.
• Develop ways in which learners can record their own progress.
Helping Students to Speak

How can teachers help their students to develop their speaking skill?
Teachers can help their students to develop their speaking skill by
Providing authentic practice that prepares students for real-life communication situations with grammatically correct, logically connected sentences that are appropriate to specific contexts, and with comprehensible pronunciation.

Interacting in communicative language activities gives students valuable opportunities to use the target language

While teaching oral language teachers should;

1. Provide a rich environment that contains collaborative work, authentic materials and tasks
2. Try to involve each student in every speaking activity
3. Not correct students' pronunciation mistakes very often
   reduce their own speaking time while increasing student speaking time.
Student talking time (STT) Vs. Teacher Talking Time (TTT)

Establishing the right balance between teacher talking time (TTT) and student talking time (STT) is essential in any language classroom.

Students certainly gain a great deal from Teacher Talking Time (TTT). They can improve their pronunciation as they grow accustomed to new sounds, intonation and stress patterns. It is also essential to help develop their listening skills. Nonetheless, it's crucial for students to do more talking than the teacher. Why is this?

1. Being able to use English to communicate right from the start is highly engaging and motivating to students.
2. Students enjoy speaking and it is usually the top priority for them.

Speaking activities help the rapport, group dynamics and atmosphere in class. Furthermore, they require students to draw upon what they already know in order to express their ideas. In this way they are always reviewing previous knowledge and putting it into practice with the new information still being assimilated.

Finally, speaking is useful for the teacher as it's a good indication of the students' strengths and weaknesses.

Note:

- **Teaching speaking is not**: simply repeating what the teacher has said.
- **Teaching speaking IS**: performing an oral task with a real motivation behind it.
- Adding a **purpose** to a spoken activity makes it much more rewarding, engaging and motivating for students.
What roles a teacher should play in the classroom during a speaking activity?
A teacher needs to play many roles during a speaking activity. The most important ones are:

**Prompter:**

When students get lost, cannot think of what to say or sometimes lose the fluency which is expected of them, you as a teacher can provide some supportive suggestions without disturbing their discussion or forcing them out of role. This will ease the tension and frustration of the students.

**Participant:**

Sometimes teachers participate in discussions or role plays themselves. They can do so to introduce new information to help students continue the activity, to ensure continuing students' engagement and to maintain a creative atmosphere in the classroom. However the teacher should be quite careful when participating to avoid dominating the activity.

**Feedback Provider:**

Correcting students during the activity may inhibit them and interrupt the flow of their communication. Helpful and gentle correction can be provided to help the students out of a misunderstanding situation and hesitation. When and how to correct depends on the situation and the goal of the activity. But in all cases proper and supportive feedback on the activity and language used should be provided to all students.
Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

<table>
<thead>
<tr>
<th>Got the time?</th>
<th>What’s the time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I guess it must be quite late now?</td>
<td>Do you have the time?</td>
</tr>
<tr>
<td>Can I bother you for the time?</td>
<td>You wouldn’t have the time, would you?</td>
</tr>
</tbody>
</table>
Lexical, phonological, and grammatical role in speaking

Changes may be involved in producing a suitable style of speaking, as the following alternatives illustrate:

- Have you seen the boss? / Have you seen the manager? (lexical)
- *Whachadoin*? / What are you doing? (phonological)
- Seen Joe lately? / Have you seen Joe lately?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978)
I have learned English for almost 15 years. I have no problem with reading and listening but speaking has always been a problem for me because, when I was at school, we always focused on grammar, vocabulary and exams. Now I really want to improve my spoken English to a new level, to achieve that freedom in speaking in the near future. I would try anything to help me achieve this.

**Question a)**: What does Jinping think is the cause of the problem? Do you agree?

**Question b)**: Do you have the same problem?
Which is more important—fluency or accuracy? If, like Jinping, you have a very strong focus on accuracy—on getting the grammar and vocabulary correct—you may find that you worry about making mistakes.

Speaking English *fluently* is a goal for many learners of English. *Fluency* means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal of spoken *accuracy*. Speaking *accurately* means that you speak without errors of grammar and vocabulary. Which is more important—and more difficult—for you? It might depend on how you have learnt English in the past.

**What should you focus on, fluency or accuracy?**

A balanced approach between fluency and accuracy is needed.

If a student focuses on accuracy, speaking will go very slowly. This is bad for maintaining a conversation.

But if a student focuses too much on fluency, lots of errors may occur and this is very problematic for the people who are listening to you.

Focus on accuracy when students are in the safe environment of a classroom, with the support of teachers and fellow-learners, because these people can help correct ones mistakes and errors. But when they are outside the classroom—on street, or socializing with friends—concentrate on communicating as fluently as possible.
1 to 6 below are speaking skills and strategies. a – f are definitions of these strategies, and i to vi are examples. Match the speaking skills and strategies with the definitions and examples.

<table>
<thead>
<tr>
<th>Skill &amp; Strategy</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking clarification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boundary or transition marking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralinguistic devices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions**

a. Asking the person you are speaking to explain something they have said  
b. Using things like body language, gesture and eye contact to send a message to the person you are speaking to  
c. Signaling that you have finished speaking or knowing when and how to get into a conversation  
d. Indicating that you have finished talking about a topic and perhaps also showing that you are about to introduce a new topic into the conversation.  
e. Correcting yourself when you speak, or rephrasing something when you feel the person you are talking to hasn’t understood.  
f. Using small words or sounds to indicate to the speaker that you are listening to what they are saying.
**Examples**

i. A: I suppose I was feeling depressed … no, what I really mean is … I was feeling sad.

ii. A: What was that you said about using the washing machine?
   
   B: Oh – you can use it whenever you like.
   
   A: Oh so I don’t need to book a time.
   
   B: No.

iii. A: Ok … now let’s move on to …

iv. After making her point, Ann sat back in the chair and looked at her colleagues to see if anyone would disagree with her.

v. A: … and the weather was fantastic
   
   B: Great
   
   A: It didn’t rain once

vi. A: .. and I think that’s all we can say about it.
   
   B: OK, but I think another point worth considering is …
The teaching of speaking involves more than just providing students with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people.

<table>
<thead>
<tr>
<th>Skill &amp; Strategy</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn taking</td>
<td>C</td>
<td>Vi</td>
</tr>
<tr>
<td>Repair</td>
<td>E</td>
<td>I</td>
</tr>
<tr>
<td>Seeking clarification</td>
<td>A</td>
<td>II</td>
</tr>
<tr>
<td>Feedback</td>
<td>F</td>
<td>V</td>
</tr>
<tr>
<td>Boundary or transition marking</td>
<td>D</td>
<td>III</td>
</tr>
<tr>
<td>Paralinguistic devices</td>
<td>B</td>
<td>IV</td>
</tr>
</tbody>
</table>

These skills do not necessarily generate spoken language, but they do ease spoken communication between two speakers. Many of these skills can be attained in very different ways in different languages and cultures.

**Strategies for Developing Speaking Skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language to expand their knowledge of the language and increase their confidence in using it.

1. **Using minimal responses**

   Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such
responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. **Recognizing scripts**

Instructors can help students develop speaking ability by making them aware of the scripts for different situations: Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. **Using language to talk about language**

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.
Which of the following activities do you think would help to prepare students for real life speech in English?

- Reading aloud.
- Giving a prepared talk.
- Learning a piece of text or dialogue by heart.
- Interviewing someone, or being interviewed.
- Doing a drill.
Most of the above activities are very common in traditional language teaching. The only activity that would help students prepare for spontaneous speech would be: *interviewing someone or being interviewed*. This is a communicative activity.

The aim of communicative activities is to get the students use the language and interact in a natural and meaningful way to exchange information and opinions. This is not to say that the other activities have no value; but they do not help prepare the learner for the type of speaking that is most common in everyday life.

**Activities to promote Speaking**

- Discussions
- Simulations
- Storytelling
- Reporting
- Playing Cards
- Role Play
- Information Gap
- Interviews
- Story Completion
- Picture Describing
Brain storm some common classroom speaking activities.
TYPES OF SPEAKING TASKS

1. **Controlled activities**: Mainly focus on form and accuracy.
2. **Guided activities**: Focus more on meaning and communication.
3. **Communicative activities**: For real information exchange, which include information gap activities, problem-solving activities, discussions, debates, interviews, fluency-focused games, etc…

Here are some popular types of speaking activities:

1. **Jigsaw Pictures**
2. **Talking about oneself**
   a. Students share social and cultural information. Also, jobs, school, personal stories…
3. **Problem Solving**
   a. “What’s the best way of robbing a bank?”
   b. With/Without information gap: see Heinemann: Communication Games
4. **Order pictures that show a sequence and describe the chain of events.**
   a. Describe and draw / describe and arrange
5. **Dialogues**
6. **Information gaps** - where two students have different information and have to work together to solve a problem, e.g. Spot the difference
7. **Discussions and debates** - for intermediate and advanced learners.
8. **Role-plays** - students are encouraged to imagine that they are in different situations and have to take on a role, e.g. they may be an angry customer in a restaurant complaining to a waiter.

Factors that affect the success of role-plays

- Teacher’s enthusiasm;
- Careful instructions;
- Clear situation and roles;
- Making sure that the students have the language they will need to carry out the role-play.
The characteristics of a successful speaking activity:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
CHARACTERISTICS OF A SUCCESSFUL SPEAKING ACTIVITY

1. **Students talk a lot:** The student should be speaking for most of the activity. Unfortunately, in many classes, much of the student's time is taken up with teacher talk or pauses.

2. **Participation is even:** Classroom discussion is not dominated by a minority of talkative students. All of the students should be grouped and organized to maximize the amount of student talk for each student.

3. **Motivation is high:** Students are eager to speak because they are interested in the topic and they want to contribute to the achievement of a task.

4. **Language is appropriate:** Students' discussions should be relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

5. **Teacher monitoring and modeling:** The teacher should be walking around and monitoring conversations to ensure that the lesson is log its objectives and that the level of the activity is appropriate.
Look at the statements below and decide if you agree or disagree with them.

1. All speaking lessons should be conducted in open class situations – with the teacher addressing the whole class or one student addressing the class.
2. Pair and group work will only lead to students learning the mistakes of their colleagues.
3. All mistakes should be corrected.
4. What the earners say is not important – it is only important that they speak English accurately.
5. As soon as the learners start talking about something other than the given task, the teacher should ensure that the learners refocus on what they should be doing.
6. All learners must speak for approximately the same length of time in all lessons.

( Watkins, p. 79 )
1. This is not the case, other than when groups are very small, parts of lessons may be conducted in this way—typically the feedback stage—nut learners will simply not get enough speaking practice if only one person can speak at a time. Also it will encourage some students to rely on being prompted to speak by the teacher, rather than practicing strategies of turn taking, interrupting, and other features of normal speech. Much of the time should be spent with the learners speaking to each other in pairs or groups.

2. There is little evidence supporting the idea that learners will pick up a lot of mistakes made by others and incorporate them in their own language. However, it is something that learners worry about, and so they need to be reassured that the teacher is listening to what they say and will pick up on mistakes later in the lesson. Monitoring pairs and groups is very important.

3. This is not necessarily the case. Mistakes that interfere with meaning need to be addressed, but speaking effectively demands a degree of confidence, and too much correction can destroy this. Teachers need to be sensitive in their approach and to treat learners as individuals. Some learners may benefit from a lot of correction while others may need very little.

4. Both aspects are important—what they say and how they say it. The teacher should get feedback from learners on what they said and also give feedback on how it was said.

5. Many teachers would agree with this, although it should be remembered that in most conversations the topic does change rapidly and therefore occasionally this may be quite useful practice, assuming that it is done in English.

6. This is not necessarily true. Certainly all learners should be given the opportunity to speak but some may be naturally more inclined to listen than perform, and may still benefit from this. If learners are shy about speaking in front of the whole class then pair work and group work can be a very useful way of building confidence.

( Watkins, p. 82 )
Enriching Material

PRACTICAL TIPS FOR TEACHERS

1. **Discussion leaders.** Appoint one member of the group as discussion leader, whose job it is to make sure that everyone gets a chance to participate and that nobody over-dominates the process, and to keep an eye on the time.

2. **L1 monitors.** With classes who have a strong tendency to overuse L1, invite one student (not the discussion leader) to act as monitor for each group. The monitor's job is to note and tell you later about instances of L1 use. Even if there is no actual penalty attached, the awareness that someone is monitoring their language helps participants to be more careful.

3. **Pair works.** Where feasible, use pair work. That way the amount of talk overall in the class is maximized (at any one time half the members of the class will be speaking). Also, pair work is far easier to organize than group work: it just involves turning to face a partner, rather than actually moving tables and chairs to get into groups.

4. **Correcting errors.** In general, give corrective feedback on errors only rarely during oral fluency work. Stopping students to correct them may distract them, and focusing too much on accuracy will discourage them from trying to express themselves freely. On the other hand, there are places where correction can actually help: if the student is obviously hesitant and needs a confirmation of the correct form, for example. An alternative is for you to note errors and discuss them with the class later.

5. **Feedback.** If the students have been working in small groups and want to share the results of their discussions at the end, it may get tedious to have them all. Alternatives are to hear only a selection; and/or to invite the groups to post their results in writing on a class website or on the classroom noticeboard.
How can you help your students develop their communication skills?
DEVELOPING EFFECTIVE LISTENING SKILLS
Activity A: Effective listening is an important part of assertiveness. It’s also a part of negotiation and communication.

To test listening skills ask students to:
1. Pair up with another person and have him/her speak to them nonstop for a full minute (about any subject matter).
2. Repeat – as closely as possible, what the speaker has just said to them.
3. Have the speaker make appropriate corrections.
4. Change roles – speaker is now the listener and vice versa.
Ask students if they listened intently enough to be able to repeat the speaker’s statement reasonably accurately?
Or did they find it hard to concentrate, with their mind wandering and preparing what they should say next?
Students should practice this exercise before school meetings and negotiating meetings – so that they will be able to listen actively and get the most out of the meeting.

DEVELOPING EFFECTIVE COMMUNICATION SKILLS

Activity A: Have students ‘act out’ emotions non-verbally, while others identify which emotions are being demonstrated: shyness, sorrow, joy, suspicion, anger, happiness, fear, indifference, frustration, hope.

Activity B: Have students describe themselves to another, who then gives feedback on the way facial expressions, gestures, eye contact and posture were used; they then switch roles.


Activity D: Have students practice phrases that indicate willingness to continue or expand a conversation: ‘I’d like to hear more about that’, ‘What happened next?’ ‘What will you do about that?’, ‘Let’s discuss that now’.
Activity E: Have students practice paraphrasing what someone has just said, to indicate that the communication has been understood: ‘So you’re getting a new job?’, ‘If you move into an apartment, you think you’ll be happier’, ‘So John keeps annoying you, does he?’.

Activity F: Have students practice reflecting the mood of another person: ‘You seem sad about that’, ‘You look angry’, ‘You seem tired’, ‘You sound very pleased with the way things have turned out’.
Each group will choose one of the following activities & present it.

<table>
<thead>
<tr>
<th>Activity 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogues &amp; role playing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information-gap activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using cue cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First letter of my name is the first of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>chain names procedure</td>
</tr>
</tbody>
</table>
ACTIVITIES TO DEVELOP SPEAKING SKILL

Activity 1: Dialogues & role playing

A simple dialogue is learnt by heart. For example:

A: What's that?
B: This? It's a frog.
A: Are you sure?
B: Yes, of course I'm sure.
A: Amazing!

Students perform it in pairs, and then again, in various ways, moods, roles, imaginary situations and contexts. For example, they might perform it very fast or very slowly, angrily or sadly; they might play the roles of a teacher and young student, or of two type of spies where 'frog' is code for a secret weapon at a later stage they are encouraged to suggest variations or additions to the text.
Activity 2: Information-gap activities

Directions: Ask your partner what is in his/her picture.
For example:
Student A: What’s in your picture?
Student B: There is __________. What’s in your picture?
Student A: There is __________.
Activity 3: Using cue cards

Card A
You are talking to a new classmate. Begin the conversation with a greeting.
1. Greet your partner.
2. Ask your partner which school he/she went to before.
3. Ask your partner if he/she lives near the school.
4. Suggest you go shopping together after school.

Card B
You are a new student at this school. One of your classmates greets you.
1. Greet your partner back.
2. Answer the question.
3. Answer the question.
4. Respond to the suggestion.

Activity 4: First letter of my name is the first of ..... 
The player says his name and mentions something that he likes with the first letter of his name. For example
Teacher: My name is Bill. I like basketball.
Student 1: Your name is Bill. You like basketball. My name is Jim. I like jam.
Student 2: Your name is Bill. You like basketball. His name is Jim. He likes jam.
My name is Pene. I like peanut. .....etc
Activity 5: chain names procedure

1. Ask the students to sit in a semi-circle and nominate one student to introduce himself/herself.

2. The person next to him/her must then repeat his/her name, and then introduce himself/herself.

3. Ask your students to repeat this procedure around the semi-circle, each one repeating the name of the person before them and then saying their own name. For example: A. I'm Sami.

   B. Sami, I'm Ahmad.

   C. Sami, Ahmad, I'm Faisal.

   D. Sami, Ahmad, Faisal, I'm Khalid.

   More advanced students might tackle the following:

   A. I'm Majed. I'm from Al-Ahsa.

   B. He's Majed. He's from Al Ahsa. I'm Omar, and I'm from Tabouk.

   C. He's Majed. He's from Al Ahsa. He's Omar. He's from Tabouk. I'm Naif, and I'm from Riyadh.
How and when to correct?
When and how to correct speaking activities is a vexed question. The teacher should decide if the speaking activity is designed to expect the students complete accuracy (as in practicing grammar, pronunciation, vocabulary…) or designed to ask the students to use the language fluently.

Correcting students during a speaking activity will interrupt the flow of their communication.

**Feedback during accuracy work:**

Two major things should be done:

1. Show the students that a mistake has been made (by repeating, echoing, expression, hinting, or reformulation).
2. Help the students do something about it (self-correction or student-to-student correction).

**Feedback during fluency work:**

When it is necessary gentle correction can be provided, recording mistakes and finally giving appropriate feedback after the activity should be provided. But when students have completed the activity, it is vital to ask them to assess the activity themselves and how it went. At the same time, the teacher should provide constructive feedback on the activity as well as on the language being used.

Pronunciation, vocabulary, accuracy, communication and interaction are major criteria to be considered when evaluating a student's overall speaking abilities:

First of all, the teacher should create a rubric which most teachers are familiar with. A rubric is a table with different criteria and a grading scale.
**Pronunciation**
When evaluating the pronunciation of the students, the teacher should listen for clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places. Also attention should be paid to proper stress and intonation.

**Vocabulary**
The teacher should evaluate the students' level of vocabulary they are able to produce when speaking.

**Accuracy**
The teacher should listen for the grammatical structures and tools the students have been taught. For example, are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence?

**Communication**
The teacher should look at the students' creative use of the language they know to make their points understood.

**Interaction**
A student with effective interaction skills will be able to answer questions and follow along with a conversation happening around them.

**Fluency**
Students should be at ease when they speak to their teacher or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.
Conclusion

Instead of asking students to rely on pure memorization, a teacher should provide a rich environment where meaningful communication takes place.

Learners will be more active and engaged in the learning process by means of communicative and authentic activities.
Evaluating Speaking Activities in a coursebook.

Procedure:

1. Choose a unit in a course book.
2. Look at each speaking activity and categorize it as controlled, guided or freer/creative.
3. Compare your ideas with a colleague.
4. Decide how each activity should be monitored and how and when you would correct/give feedback.

(Gower, P. 111)
Resources


3) Speak Up! Guide/2: Communication/Assertiveness - Published by:STIR – Steps Toward Independence and Responsibility

4) How to teach speaking, (unknown )

5) Better speaking, a guide to improving your spoken english, bbc world.

6) http://www.sansicarus.com/theenglishlanguage/?p=39, Fluency vs Accuracy

7) http://miguelbengoa.com/elt/?p=693, Teaching speaking: fluency or accuracy?

8) http://www.hstvu.ah.cn/upfiles

9) http://www.finchpark.com/courses/

10) (About Your English)
    http://www.aboutyourenglish.com/writingvsspeaking2.html

11) http://www.i-to-i.com/online-tefl-module-7.html, HowtoTeachSpeakingandWriting


13) How to Evaluate Speaking,
    http://busyteacher.org/4836-how-to-evaluate-speaking.html
14) ESOL Teaching Skills, Languages International – Auckland & Christchurch, New Zealand www.languages.ac.nz

15) Goals and Techniques for Teaching Speaking,

http://www.nclrc.org/essentials/speaking/stratspeak.htm