Awareness-raising Activities
Awareness

- A prerequisite for the restructuring of the learner’s mental representation of the language

- Involves at least 3 processes:
  1) **Attention**
     - Be on the alert – interested, involved, curious
  2) **Noticing**
     - Conscious registering of the occurrence of some event or entity (p.42-43)
  3) **Understanding**
     - Recognition of a general rule or principle or pattern
A basic procedure for staging the use of recordings

- Activate background knowledge
  - Establish the topic/context of the speech event
- Check gist
  - Establish the gist of what is going on
  - Establish the register variables – the tenor of the speech situation
- Check details
  - Depending to what extent the teacher wants to achieve zero uncertainty
- Listen and read
- Resolve doubts
- Focus on language features
  - Involves identifying, counting, classifying, matching, connecting, and comparing and contrasting

(refer p.47-48)
• Organization
• Sociocultural rules
• Topic shift
• Performance effects
• Communicative strategies
• Speech acts
• Discourse markers
• Features of spoken grammar
• Vocabulary
• Lexical chunks
• Stress and intonation

(refer p. 49-56)
Using noticing-the-gap activities

- Activities aimed at raising awareness of the difference between the learner’s current competence and the target competence
- Initiated by the learners themselves – the most effective gap noticing
- The cycle of perform – observe – re-perform
> the basis of the task-based approach to language learning

(refer p. 58-62)
Appropriation activities
Appropriation: practised control

- Appropriation – taking over the ownership of something (making something one’s own)

**Controlled practice**  
Repetitive practice of language items in conditions where the possibility of making mistakes is minimized  
Takes the form of drilling

**Practised control**  
Involves demonstrating progressive control of a skill where the possibility of making mistakes is ever-present  
But support is always at hand
Drilling and chants

**Drilling**

- Imitating and repeating words, phrases and even whole utterances
- May also function to move new items from working memory into long-term memory
- Provides a means of gaining articulatory control over language – ‘getting your tongue round it’
- Fluency-enhancing technique
- Involves quick choral (i.e. all class) repetition of the teacher’s model, followed by individuals randomly nominated by the teacher

(refer p. 63-66)
• Chants
  
  - More playful form of practice that replicates the repeating and chunking nature of drilling
  
  - Contextualized – be more memorable than in standard drills
  
  - Incorporate repeated examples of short, multi-word sequences, as well as have a consistent rhythm

(refer p. 66-67)
Writing tasks

• Initial stage in the appropriation of newly encountered language for speaking

• One way of ‘slowing down’ processing

• Some ways of doing that:
  ○ Dictation
  ○ Paper conversations
  ○ Computer-mediated chat
  ○ Rewriting

(refer p. 67-69)
Reading aloud

- Provide a secure framework within which learners can focus on lower-level features of talk, such as pronunciation, without the added pressure of always having to plan the next utterance.

- The quality of reading aloud can be improved if learners are already familiar with the text.

(refer p. 70)
Assisted performance and scaffolding

- Community Language Learning (CLL) technique

- E.g. instead of addressing the teacher directly, the learners sit in a circle and address each other, building up a conversation which is recorded on tape

(refer p. 71-72)
Different kinds of paired interaction

Student-student pairwork can take 2 forms:

- **Open pairwork**
  - 2 students perform a dialogue while the rest of the class observes

- **Closed pairwork**
  - Adjacent students perform the dialogue, all pairs working at the same time

(refer p.72-78)
Communicative tasks

- Information gap activity
  - Jigsaw activity
  - Info-gap race
  - Surveys
  - Blocking games
  - Guessing games

(refer p. 80-84)
Task repetition

- Some ways for providing learners with an incentive to repeat a speaking task
  - The Onion
  - The Poster Carousel
  - Headlines and Art Gallery
  - 4-3-2

(refer p.84-87)
Planning and Assessing Speaking
Integrating Speaking into the Curriculum

- Weighting
- Needs analysis
- Placement tests
- Balancing accuracy and fluency

(refer p. 112-116)
Organizing A Speaking Syllabus

- **Integrating skills**
  - Involve reading and writing as well

- **A task-based approach**
  - An approach that foregrounds the performance of a task, and which only afterwards focuses attention on the linguistic components of that task
  - Language is best learned through using it.

- **A genre-based approach**
  - Provide direct instruction in the way language events such as job interviews are typically realized, and by relating these features to the social context and purpose of the event

(refer p.117-122)
Assessing Speaking

- Testing takes place at the beginning, during and at the end of most language courses
- Problems in testing oral component in terms of:
  - Practicality
  - The way assessment criteria can be reliably applied
- Test speaking through speaking
- Types of spoken tests
  - Interviews
  - Live monologues
  - Recorded monologues
  - Role-plays
  - Collaborative tasks and discussions

(refer p.124-126)
Assessment criteria

• Holistic scoring
  ○ Give a single score on the basis of overall impression
  ○ **Advantage** – being quicker, adequate for informal testing of progress

• Analytic scoring
  ○ Give a separate score for different aspects of the task
  ○ **Advantage** – fairer and more reliable
  ○ **Disadvantages** – scoring takes longer (compels testers to take a variety of factors into account), the scorer may be distracted by all the categories and lose sight of the overall picture

(refer p. 127-130)