

ISE Speaking Skills Development Tables

Orientation to the speaking module

- ▶ Give students an overview of the speaking module.
- ▶ Introduce the students to the ISE Digital avatar, 'Lexis'.
- ▶ Show the students the [ISE Digital speaking example tasks](#).
- ▶ Give students the opportunity to practise using a microphone, focusing on how to speak to produce a clear and intelligible recording.

Task fulfilment

Task(s)	How students can practise task fulfilment
Responding to questions	<ul style="list-style-type: none"> ▶ Brainstorm questions that might be asked when meeting someone new and getting to know them. Include a mix of personal, familiar, abstract, and speculative questions, eg: <ul style="list-style-type: none"> – What is your favourite colour? or – If you received a gift of money, what would you do with it? ▶ Practise asking and answering 'getting to know you' questions. Students can work in pairs or small groups. ▶ Practise asking and answering follow-up questions. Encourage students to keep their conversation going with as many follow-up questions as possible. ▶ Practise giving full responses to every question, avoiding short answers. ▶ Practise answering questions fully and completely within a time limit.
Delivering a prepared talk	<ul style="list-style-type: none"> ▶ Plan a short talk or presentation. Read or research to build background knowledge and support key points. ▶ Explore different ways of writing notes, eg mind maps, grids, flow charts, lists. ▶ Practise expanding and developing ideas, eg encourage students to give examples or reasons to support their ideas and opinions. ▶ Practise using discourse features to structure their presentation, eg '<i>However</i>', '<i>then</i>', '<i>firstly</i>' etc. ▶ Try different activities to practise speaking for up to 2 minutes, eg presentation to the class, class debates, group discussion summaries. ▶ Teach different ways of dealing with mistakes while speaking, eg '<i>Sorry, what I mean is...</i>'

Task(s)	How students can practise task fulfilment
Interacting	<ul style="list-style-type: none"> ▶ Brainstorm the different scenarios where people make requests, suggestions, complaints or give advice, apologise, or negotiate solutions. ▶ Discuss how students' relationship with the person they are speaking to might change what they say when they make requests, suggestions, complaints or give advice, apologise, or negotiate solutions, eg friend, neighbour, teacher, co-worker, stranger. ▶ Practise making requests, suggestions and complaints in familiar and less routine situations. Vary the conditions, eg relationship to the person they are speaking to, the nature of request, suggestion etc. ▶ Practise apologising, giving advice, negotiating a solution in familiar and less routine situations. Vary the conditions, eg relationship to the person they are speaking to, the nature of complaint, apology etc. ▶ Practice politeness conventions, eg <i>'Please'</i>, <i>'Would it be possible to ...'</i>, <i>'Sorry, to trouble you...'</i> ▶ Write scenarios (singly or in pairs). Exchange scenarios with other pairs of students to practice. Variations on this can include giving students a scenario (eg making a request) and they can write the unexpected response/'wrinkle'.
Summarising a talk or conversation	<ul style="list-style-type: none"> ▶ Practise listening for the main idea of short conversations and talks. ▶ Practise identifying the key points and opinions of the speakers in short conversations and talks. ▶ Practise using their own words to summarise the main idea and key points in short conversations and talks. ▶ Have small group discussions about what they have listened to: <ul style="list-style-type: none"> – Practice giving an opinion on what they have heard. – Practice giving suggestions or recommendations based on what they have heard.

Selecting listening materials for the *summarising a talk or conversation* task

- ▶ Topics may include anything the students find interesting. If they are less familiar with the topic, use activities to build their background knowledge.
- ▶ Use a variety of concrete topics and more abstract or speculative topics.
- ▶ Conversations should be 4-12 turns.
- ▶ The speakers should express an opinion on the topic.
- ▶ The recording should be 1 to 1 ½ minutes long. Use audio-editing tools to edit the recording to the correct length and focus.

Language

Skills tested	How students can practise these skills
Grammatical structures	<ul style="list-style-type: none"> ▶ Practise expressing ideas in full sentences to improve accuracy and coherence. ▶ Use a range of grammar structures when speaking, eg subordinate clauses, embedded phrases, mixed conditionals, passives, and narrative tenses. ▶ Explore how some words tend to always occur together (collocations), eg '<i>fast food</i>', '<i>pay attention to</i>', '<i>make an effort</i>'.
Vocabulary	<ul style="list-style-type: none"> ▶ Use a range of vocabulary, including colloquialisms, related to a variety of topics, eg scientific developments, literature. ▶ Have competitions to find new words and idioms. Learn how these words and idioms are used in spoken language. ▶ Have competitions to find words that have similar meanings eg '<i>walk</i>', '<i>stroll</i>', '<i>saunter</i>'. Discuss the different effects of these words.
Formality & Pragmatics	<ul style="list-style-type: none"> ▶ Discuss the difference between formal language (used with teachers, strangers, during presentations etc.) and informal language (used with friends, during casual outings etc). ▶ Discuss the difference between language used for different purposes (eg requestion, informing) and how this links to what the speaker is asking for (degree of imposition). ▶ Practise politeness conventions eg '<i>Please</i>', '<i>Would it be possible to...</i>', '<i>Sorry, to trouble you...</i>'
Accuracy	<ul style="list-style-type: none"> ▶ Practise checking for repeated errors in order to improve accuracy, eg '<i>She talked me to into going to the party</i>'. ▶ Use students' voice recordings to listen for common errors. ▶ Teach strategies to help avoid common errors.

Delivery

Skills tested	How students can practise these skills
Pronunciation	<ul style="list-style-type: none"> Use games and activities to improve pronunciation, eg focus on commonly mispronounced words such as 'law' vs 'low', 'saw' vs 'sew', 'throw' vs 'through'/'threw' etc. Record themselves and listen for their common pronunciation errors.
Stress & Intonation	<ul style="list-style-type: none"> Explore stress and intonation, eg show students how moving the stress in a sentence can change meaning, 'Where did you put the keys?' 'Where did you put the keys?' Explore the different uses of tone to convey meaning and attitude, eg sincere apology, irritation, concern. Use scenarios to practise the different uses of tone that are appropriate for different contexts.
Fluency	<ul style="list-style-type: none"> Improve fluency through classroom activities such as one-minute talks on different subjects. Explore how to use pauses to enhance a response and/or presentation.

Mediation of source text

Skills tested	How students can practise these skills
Selecting relevant information	<ul style="list-style-type: none"> Use games and activities to listen for the main idea of a conversation or short talk. Use games and competitions to listen for the relevant points in a conversation or short talk, eg <i>listen for the reasons why the colour green is good for you.</i> Practise inferring speakers' opinions and attitudes. Use games and activities to learn how words and tone can imply how a person feels about a topic.
Paraphrasing & reporting	<ul style="list-style-type: none"> Practise re-telling a conversation or short talk in their own words. Use activities to report a conversation or short talk in different ways: <ul style="list-style-type: none"> to be neutral. to show approval of the viewpoint in the conversation or talk. to disagree with the viewpoint in the conversation or talk.