



Teaching speaking

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SECTION 9

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Chapter 18

**Factors to consider: developing adult EFL students'
speaking ability**

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1. Age or Maturation Constraints:

- Learners who begin acquiring a second language in early childhood through natural exposure tend to achieve higher proficiency compared to those who start learning as adults.
- Research suggests that many adults fail to reach native-like proficiency in a second language, experiencing a plateau in their progress, known as "fossilization."
- The aging process may limit adult learners' ability to achieve native-like fluency and pronunciation, particularly in prosodic features like intonation and stress.
- Adults may not possess the same innate language acquisition abilities as children, making it challenging for them to attain fluency and naturalness in spoken language.

Factors to consider: developing adult EFL students' speaking ability

2. Aural Medium:

- Speaking abilities rely heavily on listening comprehension, as speaking often follows listening in interactive communication.
- During listening, learners must comprehend and integrate information while adjusting their understanding based on prior knowledge and incoming information.
- Speaking and listening are interconnected, with listening serving as the foundational mechanism for internalizing language rules.
- If you cannot comprehend what you listen to, you will not be able to respond.

Factors to consider: developing adult EFL students' speaking ability

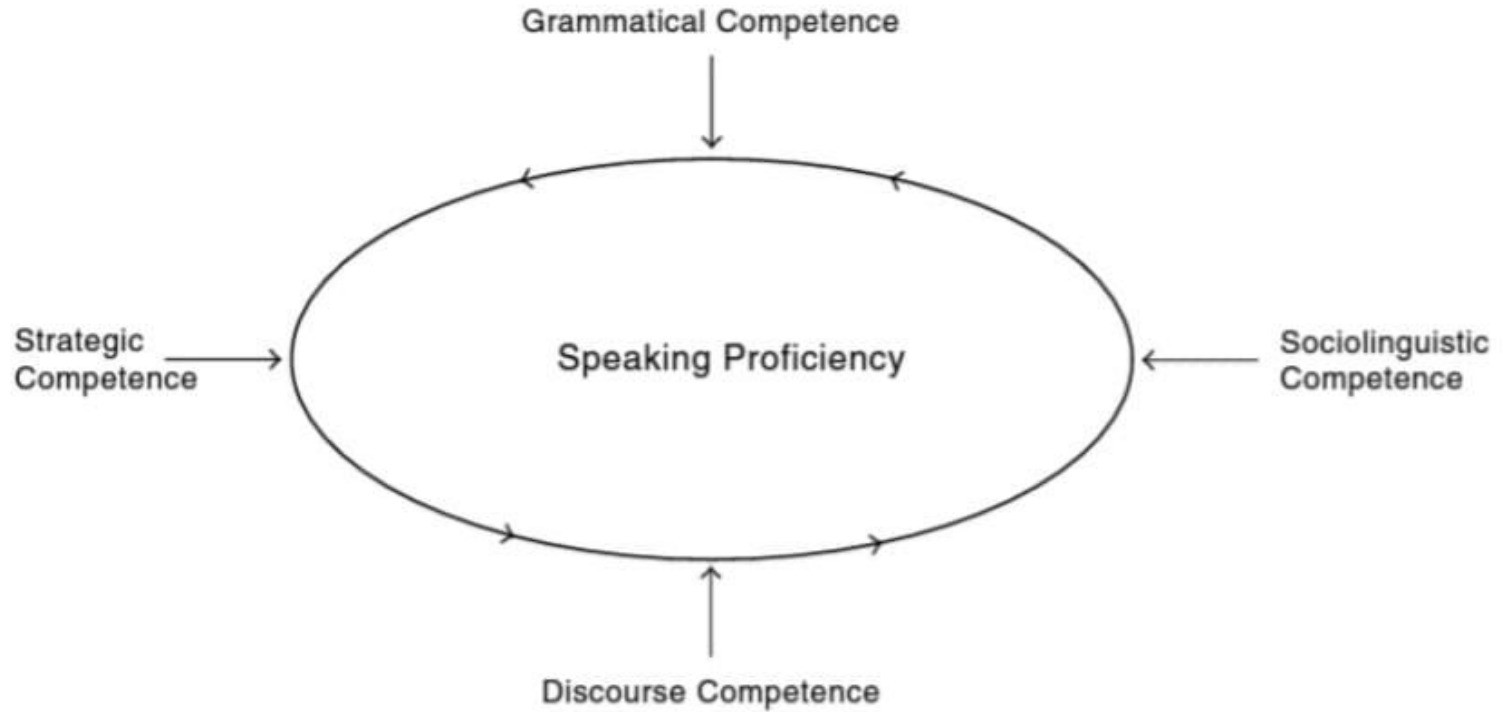
3. Sociocultural Factors:

- Language usage is influenced by cultural norms and values, impacting communication patterns.
- Lack of familiarity with nonverbal communication systems can lead to misunderstandings.

4. Affective Factors:

- Learners' emotions, self-esteem, empathy, anxiety, attitude, and motivation affect language learning outcomes.
- Anxiety, especially in public speaking situations, can impede progress and lead to frustration.
- Adults may be sensitive to making errors due to concerns about judgment and "losing face" in certain cultures. Understanding these factors is crucial for promoting successful language learning outcomes and addressing challenges encountered by learners.

Components underlying speaking effectiveness



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1. Grammatical Competence

Grammatical competence includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics.

With regards to speaking, it refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress”.

Grammatical competence enables speakers to use and understand English-language structures accurately, which contributes to their fluency.

2. Discourse Competence

Discourse competence is concerned with intersentential relationships.

In discourse, whether formal or informal, the rules of cohesion and coherence are used, which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language need one’s ability to formulate representations of meaning.

Components underlying speaking effectiveness

3. Sociolinguistic Competence

Sociolinguistic competence involves knowing what is expected socially and culturally by users of the target language.

Understanding the sociolinguistic side of language helps learners know what comments are suitable, how to ask questions during the interaction, and how to respond nonverbally according to the purpose of the talk.

4. Strategic Competence

Strategic competence is “the way learners use language to meet communicative goals”.

With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going and how to end the conversation

Interaction for Improving EFL Learners' Speaking Abilities

Spoken Language Functions: Spoken language serves interactional and transactional purposes, with interaction crucial for maintaining social relationships and communication.

Importance of Learner-Learner Interaction: Language instructors should emphasize meaningful communicative activities and learner-learner interaction to teach language for effective communication.

Integration in Meaning-Focused Activities: Classroom communication should focus on meaningful activities, fostering listening, speaking, and negotiation of meaning.

Role of Small Talk: Small talk facilitates social communion and helps learners develop conversational skills gradually, starting with simple exchanges on common topics like weather and traffic.

Enhancing EFL Learners' Speaking Abilities through Interactive Activities

Importance of Interaction:

Classroom interaction is vital for EFL learners as they primarily practice the language within the classroom environment.

Designing Effective Activities:

Teachers should design activities that closely resemble natural language use, integrating all language skills and promoting meaningful communication.

Types of Activities

Aural Activities: Utilize audio materials and dialogues for comprehension tasks and productive activities like jigsaw listening.

Visual Activities: Use films and videos to expose learners to authentic speech and cultural nuances, engaging them in dialogue practice and role-playing.

Material-Aided Activities: Employ reading materials and authentic resources to facilitate creative speech production and real-life communication tasks.

Culture Awareness Activities: Foster cultural competence through discussions and activities that explore cultural differences in communication.

Implementation: Interactive activities should engage multiple senses, provide purposeful communication opportunities, and be flexible to meet learners' needs.



THANK
YOU