

1 The spoken language

1.0 Preliminaries

In this chapter we shall explore some of the differences in form and in function between spoken and written language. We shall point out that, within spoken language, certain distinctions need to be drawn, because they have an effect on the forms of language which are produced. The bulk of the chapter is devoted to considering the uses to which spoken language is put by native speakers of English, with extensive transcribed illustrations of this use. In the last sections we consider the implications of research findings about the behaviour of native speakers for the teaching of the spoken language to foreign learners.

1.1 Spoken and written language

For most of its history, language teaching has been concerned with the study of the written language. The written language is the language of literature and of scholarship. It is language which is admired, studied, and rich in excellent exemplification. Any well-educated person ought to have access to literature and scholarship in the language he is acquiring. The obvious procedure, it must follow, is to teach him the language through the excellent written models which can be selected and ordered by his teacher.

While the student is acquiring an understanding of the written language of these splendid models on the one hand, on the other he is himself practising the art of producing sentences of the language. An obvious advantage of the written language is that it has been described by generations of grammar-writers and dictionary-makers. There is a comforting sense in which it is possible to say that a written sentence is correct or not. The rules of writing English sentences are really rather well known and well described. Furthermore, written language does not vary greatly over a couple of centuries, and it does not vary very much depending on where it is written. Texts selected for foreign students to study were nearly all written in the nineteenth and twentieth centuries and are selected

Teaching The Spoken Language

AW Rasmussen



Teaching The Spoken Language:

Teaching the Spoken Language Gillian Brown, George Yule, 1983-11-24 In this book the authors examine the nature of spoken language and how it differs from written language both in form and purpose A large part of it is concerned with principles and techniques for teaching spoken production and listening comprehension An important chapter deals with how to assess spoken language The principles and techniques described apply to the teaching of English as a foreign and second language and are also highly relevant to the teaching of the mother tongue

Teaching the Spoken Language. Gillian Brown, George Yule, 1983

Teaching the Spoken Language, 1988

Teaching Oral Language John Munro, 2011 Oral language is widely recognised as an essential foundation for successful school learning However until recently the acquisition of oral language skills has been largely overshadowed by reading writing spelling and numeracy and has not been considered a key component of school curricula In *Teaching Oral Language* Dr John Munro redresses this imbalance through the delivery of his step by step model ICPALER The Ideas Conventions Purposes Ability to learn Expression and Reception framework describes the various aspects of oral language from a classroom perspective and demonstrates how teachers can best guide students to become effective communicators and language users

Teaching Speaking and Listening Ann Locke, 2013-09-05 This book offers a systematic yet flexible programme for teaching spoken language one step at a time It targets the essential spoken language skills crucial for every child s educational development Conversation Listening Narrative Discussion and provides auditing tools checklists and guidance to help the non specialist teacher to build language literacy and communication skills This highly accessible book complete with online resources supports differentiated teaching by providing simple methods for monitoring individual development and reviewing progress The book includes practical realistic teaching objectives and classroom procedures advice on teaching methods and suggestions for activities This resource is specially designed to combine with other teaching programmes making spoken language teaching manageable within existing resources without specialist training There are downloadable tools and links online including a training pack to ensure that the whole school benefits from this tried and tested model Teachers teaching assistants literacy coordinators and SENCOs working in the early years and primary and anyone working with children of any age with spoken language difficulties will find this resource invaluable

Teaching Primary English in Australia Eve Bearne, David Reedy, Paul Gardner, Yvonne Sawers, 2023-12-11 This first Australian edition of *Teaching Primary English* has been updated and adapted to reflect the Australian sociocultural and educational context This text provides a comprehensive evidence informed introduction to teaching and learning English in the primary school classroom New content refers to the Australian English Curriculum and incorporates Aboriginal and Torres Strait Islander perspectives and literacy perspectives relevant to the Asia Pacific region as well as the broader international context This edition also includes a new section devoted to visual literacy critical literacy and multimodality Teaching advice and ideas are supported by practical examples linked to video

clips filmed in real schools reflective activities observational tasks and online resources Each section includes suggestions for great children's literature and offers assessment advice and support for planning for diversity and special educational needs Drawing on the very latest research and theory supported by practical examples and guidance this is an essential resource for pre-service teachers as they develop subject knowledge and the skills and confidence to deliver effective and engaging classroom practice

Deaf Education Beyond the Western World Harry Knoors, Maria Brons, Marc Marschark, 2019-01-16 By exploring practice based and research based evidence about deaf education in countries that largely have been left out of the international discussion thus far this volume encourages more researchers in more countries to continue investigating the learning environment of deaf learners based on the premise of leaving no one behind Featuring chapters centering on 19 countries from Africa Asia Latin America and Central and Eastern Europe the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts

Teaching Speaking Christine C. M. Goh, Anne Burns, 2012-01-31 Drawing on wide ranging literature from a variety of relevant disciplines as well as their own extensive experience in teaching spoken English the authors give a fascinating comprehensive and insightful account of the nature of second language speaking skills The research and theory they survey then serves as the basis for the principles strategies and procedures they propose for the teaching of spoken English This book will therefore provide an invaluable resource for teachers teachers in training and researchers providing both a state of the art survey of the field as well as a source of practical ideas for those involved in planning teaching and evaluating courses and materials for the teaching of spoken English

Primary English for Trainee Teachers David Waugh, Wendy Jolliffe, Kate Allott, 2014-06-15 With chapter sequencing following the new Curriculum this book supports you to make use of the opportunities presented in the National Curriculum for effective and engaging Primary English teaching Covering all areas of the new National Curriculum for primary English and offering insight into effective teaching it helps you connect what you need to teach to how it can be taught It opens up the opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children's literacy from poetry and literature to SPaG Throughout the text case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included in all chapters A comprehensive guide to the teaching of primary English that will help you secure your subject knowledge and transform your teaching Includes the full National Curriculum Programme of Study for English key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary Science for Trainee Teachers and Primary Mathematics for Trainee Teachers

Teaching Speaking Online Pamela Bogart, 2023-04-20 Whether you are teaching a speaking course online for the first time or transitioning to a face to face course to online Teaching Speaking Online outlines ways to foster spoken language development in online teaching contexts Because technical problems economic resources and student schedules may curtail opportunities for student participation in live synchronous online classes this book focuses

primarily on asynchronous modes of teaching and learning Each section emphasizes practical strategies and resources to promote spoken communication fluency accuracy and context sensitive usage It outlines proven strategies and ends with reflection questions to invite readers to adopt the best strategies for their teaching

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