

TEACHING THE SPOKEN LANGUAGE

This paper falls into two sections. In the first section I shall make some remarks about spoken language which I shall then make use of in the second section. The second section addresses the problems of what it might mean to teach and to assess the communicative competence of adolescent native speakers of a language.

Section 1

I am going to draw three distinctions in this section which are certainly open to criticism. I have to introduce them briefly, with little justification, and the way I introduce them will be so simplistic as to be potentially misleading. In each case the distinction I draw actually involves a continuum, rather than two discrete categories, yet, in order to draw each distinction rather quickly, I shall be forced merely to characterise the end points of each continuum.

1.1 Primarily transactional and primarily interactional speech

The first distinction I want to draw is between primarily transactional and primarily interactional speech (cf. Brown 1978 and forthcoming)¹ I shall take it that primarily transactional speech is essentially *message-oriented*, where the main reason for speaking is that the speaker should transfer information to the hearer. Examples of primarily transactional speech would be: a driving instructor telling his pupil how to change gears, a person giving a friend an address, a doctor telling a nurse what treatment he wants to be administered to a patient, a cook telling apprentices how to bake a cake. In all these cases the hearer needs to be told the content of the message clearly and explicitly. If the message is not clear there will be

¹ An adequate discussion would distinguish two scales here: more-or-less transactional and more-or-less interactional.

Teaching The Spoken Language

Gillian Brown, George Yule



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

Teaching Speaking and Listening in the Primary School Elizabeth Grugeon,Lorraine Hubbard,Carol Smith,Lyn Dawes,2014-06-03 This newly revised second edition looks at ways in which teachers can develop children s abilities in speaking and listening as required by the National Curriculum The authors discuss the links between language and learning offer case studies and suggestions for classroom practice and provide stimulating activities to help pupils to become more articulate coherent and effective in standard English The book is a suitable text for students taking primary initial teacher training courses It will also be welcomed as a practical handbook for primary teachers

Contents and Methods for Teaching Spoken Arabic Lombezzi, Letizia,2020-02-06 Este libro proporciona un marco te rico y diversas pautas para aplicar la dialectolog a a la ense anza situ ndose en el mbito de la ling stica aplicada El desaf o radica en llevar la dialectolog a m s all de la investigaci n descriptiva Por qu hay que promocionar el rabe hablado C mo pueden los alumnos convertirse en hablantes Podemos dise ar plantillas morfol gicas aplicables a diferentes variedades El trabajo responde a todo ello a trav s de sus siete cap tulos y proporciona cuatro planes did cticos basados en teor as e investigaciones actualizadas

Normal Methods of Teaching Edward Brooks,1889

ICLLT 2019 Maizatulliza Muhammad,Robbie Lee Sabnani ,Rangga Asmara,Widya Ratna Kusumaningrum ,Atsani Wulansari ,Gilang Fadhlia Arvianti,Winda Candra Hantari ,Arum Nisma Wulanjani,2020-02-18 The 1st International Conference on Language and Language Teaching ICLLT 2019 is a bi annual international conference hosted by the Faculty of Education and Teacher Training Universitas Tidar The 1st ICLLT 2019 brings a central issue on New Directions of Language and Language Teaching in Facing Industrial Revolution Era 4 0 The conference serves researchers academics and practitioners to present the research findings share thoughts and experiences to improve the quality of language teaching in Indonesia The conference invited four keynotes speakers Hywel Coleman University of Leeds United Kingdom Dr Maizatulliza Muhammad Universiti Pendidikan Sultan Idris Malaysia Dr Robbie Lee Sabnani National Institute of Education Nanyang Technological University Singapore and Dr Dwi Winarsih Universitas Tidar Indonesia This year s conference invited presenters with 56 articles were selected to be published It was also a great pleasure to work with the presenters for presenting excellent papers the committee for the hard work in organizing the conference and all parties who have been contributing to the conference and the publication of the proceedings We also expect that the future ICLLT will be a successful event as indicated by the increasing contributions presented in this volume

Modern Language Teaching ,1909

Teaching Systematic Synthetic Phonics and Early English Jonathan Glazzard,Jane Stokoe,2025-02-28 This is an essential guide to teaching primary English with a focus on systematic synthetic phonics The new edition has been fully revised and updated to reflect

the structure content and requirements of the national curriculum and to include the latest policy context Throughout the range of underpinning literature has been expanded and there are completely new chapters on evidence based teaching in relation to phonics reading for pleasure and teaching English through texts All the existing features have been retained and each chapter now also includes a section on integrating ICT extension questions to challenge M level readers sections on evidence based practice to encourage critical reflection and debate

Planning Primary English Kirstie Hewett, 2024-05-23 Effective lesson planning is a crucial skill for all primary school teachers and is key to fostering engaging and focused learning So how can new teachers ensure that their plans are motivating and impactful so that their students can make good progress This book serves as a comprehensive roadmap for planning dynamic and effective English lessons and clearly explains key principles and concepts that underpin effective teaching in all aspects of the primary English curriculum Covering a wide range of topics this book discusses how to plan compelling lessons on teaching phonics comprehension grammar spoken language and more as well as adaptive teaching for an inclusive classroom It identifies the key decisions new teachers who are planning their own lessons for the first time must consider to execute well structured lessons and suggests how these can be tailored to meet the needs of all learners Whether you re on a university based path PGCE BEd BA with QTS or exploring school based routes School Direct SCITT Teach First or an Early Career Teacher this book is essential reading to transforming lesson planning from a challenge into a creative and effective teaching tool Kirstie Hewett is a senior lecturer in primary English at the University of Chichester

Teaching English Grammar to Speakers of Other Languages Eli Hinkel, 2016-01-29 This practical and research based introduction to current and effective English grammar instruction gives pre service and in service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills Written in a highly readable style for an international audience it provides a thorough and rounded overview of the principles strategies techniques and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world Chapter authors are world class authorities in grammar and grammar teaching and learning All chapters are based on theoretical frameworks and or research foundations with a strong emphasis on practical applications and implications for classroom teaching and highlight teaching methods key concepts and terminology associated with grammar instruction Illuminating the options and choices in grammar teaching from a contemporary perspective *Teaching English Grammar to Speakers of Other Languages* is ideal as key text for students in undergraduate and graduate MA TESOL programs and as a resource for practicing ESL EFL teachers teacher educators and teaching faculty

The Teaching of German in Secondary Schools Elijah William Bagster-Collins, 1904 Designed to give high school teachers a handbook of the main elements needed to teach a foreign language course Begins with the value of German and focuses on speaking grammar writing and reading

[Sociology in Question](#) Professor Pierre Bourdieu, 1993-11-15 The works of Pierre Bourdieu occupy a central place in the current

development of world sociology This volume offers an accessible but challenging introduction to Bourdieu's ideas In a series of discussions lectures and interviews the range of Bourdieu's ideas is laid out and its relation to other disciplines and other sociological schools is explored The issues developed include the sociology of culture leisure and taste the intrinsic reflexivity of social science and the role of language in society and social sciences

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