

**Chapter 1 : The Importance of Speaking Skills | Gerald GillisThe Importance of Speaking Skills - Gerald Gi**

*This item: The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom by Keith S. Folse Paperback \$ Only 2 left in stock (more on the way). Ships from and sold by calendrierdelascience.com*

University of Nevada Nevada,USA Introduction Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" Chaney, , p. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. What is meant by "teaching speaking" is to teach ESL learners to: Produce the English speech sounds and sound patterns Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. Activities To Promote Speaking Discussions After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. Role Play One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, andâ€" Harmer, Simulations Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Information Gap In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting

information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

**Brainstorming** On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

**Storytelling** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

**Interviews** Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

**Story Completion** This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

**Reporting** Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

**Playing Cards** In this game, students should form groups of four. Each suit will represent a topic. An unforgettable memory Clubs: Best teacher Each student in a group will choose a card. Then, each student will write questions about that topic to ask the other people in the group. If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? What is the easiest way of earning money? What do you think about lottery? However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

**Picture Narrating** This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

**Picture Describing** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

**Find the Difference** For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students. Ask eliciting questions such as "What do you mean? How did you reach that conclusion? Provide written feedback like "Your presentation was really great. It was a good job. Correction should not distract student from his or her speech. Involve speaking activities not only in class but also out of class; contact parents and other people who can help. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs. Provide the vocabulary beforehand that students need in speaking activities. Diagnose problems faced by students who have difficulty in expressing themselves in the

target language and provide more opportunities to practice the spoken language. Conclusion Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

### Chapter 2 : The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom by Keith S

*The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included.*

Look forward to public speaking Who should attend? Business professionals and entrepreneurs looking to stand out in their workplace, and in client meetings Non-profit, healthcare, government, legal, science, and education professionals who present to audiences People with fear about public speaking People who want to improve their mastery of persuasion through presentations and speaking to an audience Anyone who has wanted to be comfortable speaking in public, whether for work or personal fun Josh Davis, Ph. His audiences have ranged from inner city public high school students, to business leaders, and Ph. He has helped numerous students become better presenters and more effective communicators. Davis has also been studying NLP for ten years. Combining his expertise in these two areas, Dr. Davis guides students to be in their optimal mental states for preparation and performance in public speaking. It gave me a framework that I can use and take with me for the rest of my life. This is not my first public speaking class but it can be my last? This course led by Josh really made an impact to my public speaking performance! It not only helped me to decrease my anxiety to a manageable and useful level, but it also taught me to raise awareness about what I am actually presenting. I totally recommend this class to anyone who wants to not only be great in public speaking but also enjoy it! Plus â€” this class is so much fun!! He is extremely knowledgeable on the subject of public speaking and has an uncanny ability to guide people out of their comfort zones to a place where they can really learn a lot about themselves. The course was exceptionally useful for me. This is something I did not realize was possible but Josh was able to walk us through the process in a very methodical and fun way. Real Estate Investment Professional. Other public speaking courses fell short on one or both of these. Josh provided a safe but challenging environment for me to test the waters. I leave with a mindset that I can deliver powerful presentations and a toolbox filled with strategies to do so â€” thank you! Wow, did it work! Thanks to Josh for his thoughtful, thorough and fun approach to teaching us and thanks to all of my classmates in the public speaking seminar for working through our trepidations and uncertainties together. I will be back for NLP, no doubt about it! I can apply the skills I gained in many areas of life beyond public speaking. I highly recommend this workshop to people who get anxious during presentations. It helped me get out of my shell and communicate more easily in the group. Very knowledgeable on the topic of NLP, Neuroscience and the art of public speaking. I have been involved in the filed of communication for many years and have learned many valuable tools and techniques I can use in the future. I definitely recommend this course for anyone who is interested in becoming a more powerful speaker and presenter. He really allowed us to connect to the material and the tools provided gave me the foundation and confidence to explore the space without fear and reach a new level of learning and experience. The public speaking course with Josh was a great introduction to public speaking. I feel like I now have the tools to use and grow as a speaker. As my first experience with NLP, I walked in not knowing what to expect, just only the hope that I can improve my speaking skills. The class, however, did so much more as it opened up a new way I can look at speaking. Instead of feeling like I had no control, I learned the tools from NLP to feel empowered about my ability to present. It has been a transformational experience, one that I would recommend to anyone who feels uneasy speaking in front of an audience. It is a much more in depth approach to why we do what we do and solutions for change. I teach several classes myself and I found that this course helped me to polish my public speaking skills. Josh Davis is a very knowledgeable professional who knows how to make you feel comfortable while instructing you about different techniques. I hope there is a second part to this course, if that is the case I will definitely enroll. From public speaking to small talk, or even go into a presentation un-prepared. I particularly found valuable the idea that a presentation should be a success for the presenter as well as the audience. In the final segments of the class where we performed specific exercises it was great to see how so many individuals who felt they were not successful presenters open up and blossom into successful presenters! Josh is an amazing teacher with

great energy. He pushes his students to their limits making them more comfortable and aware of their potential skills as public speakers. I am much more comfortable speaking in public now thanks to this class. Josh also manages really well to maintain an energetic group. The program goes deep into some unheard techniques of acquiring the right mindset, attitude, controlling anxiety that surrounds a public speaking event, etc. It was very valuable for me. It made me realize the potential within me. The science behind the program makes the program more effective. Josh was very thoughtful, patient, knowledgeable, and encouraging “ which is a hard balance to find with a group of strangers. The two days flew by. The only think missing is more of it!!

## Chapter 3 : The Art of Public Speaking | The Great Courses Plus

*The Art of Teaching Speaking has 25 ratings and 0 reviews. \*What elements make a speaking activity successful? \*Which tasks or activities really help bui.*

While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skills are a vitally important method of communication. The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages: Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood. Ability to stand out from the rest. When one thinks of speaking skills, one tends to think of it as a common skill. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. The bad news is that at any given moment the world has precious few with the speaking talents of, say, Winston Churchill or John F. The good news is that a speaker whose skills are honed and developed with constant application and hard work can stand out. Ability to benefit derivatively. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting a certain credibility to the speaker. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing. Speakers who have experienced a connection with an appreciative audience through a well-composed and well-delivered presentation often find a deep level of fulfillment that is seldom achieved in other forms of communication. The normal sense of nervous tension can give way to feelings of accomplishment and exuberance when an audience expresses its outward appreciation to a speaker.

## Chapter 4 : The Art of Teaching Speaking

*\*What does the research show regarding speaking activities? \*What mistakes do ESL teachers often make in speaking activity design? In this highly accessible and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency.*

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