

# TEACHING SPEAKING TO YOUNG LEARNERS

# Topics


**1. What is speaking?**

**2. Background of teaching speaking**

**3. The Development of Speaking Skill**

**4. Classroom Technique & Activities**

**5. Managing Speaking Activities**



What is  

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speaking?

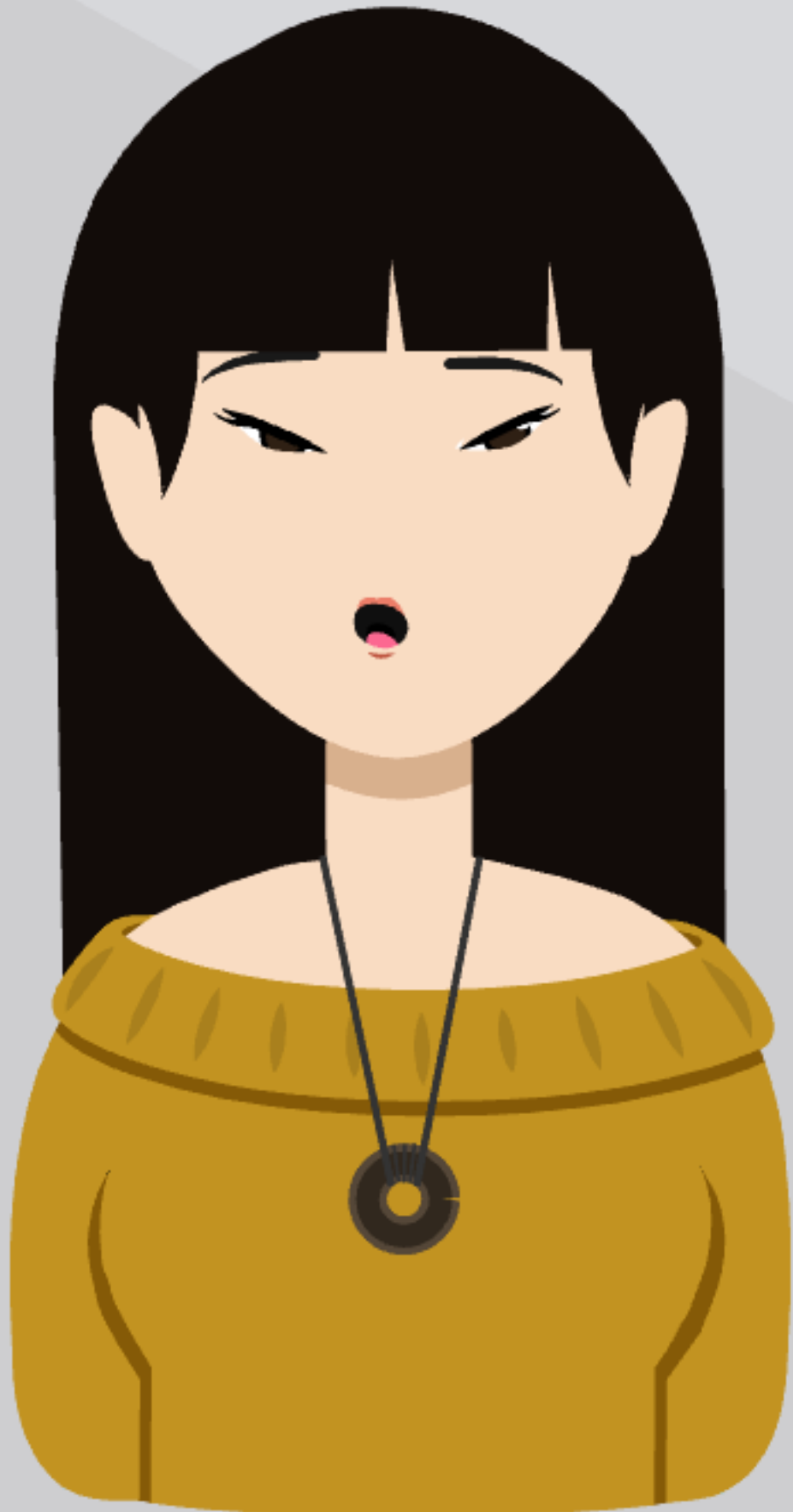


**Play with word and language beginning  
with tickling rhymes**

**Experiment and play utterances while  
beginning speaking**

**Integrate words and structure into real  
and imaginary play as growing up.**





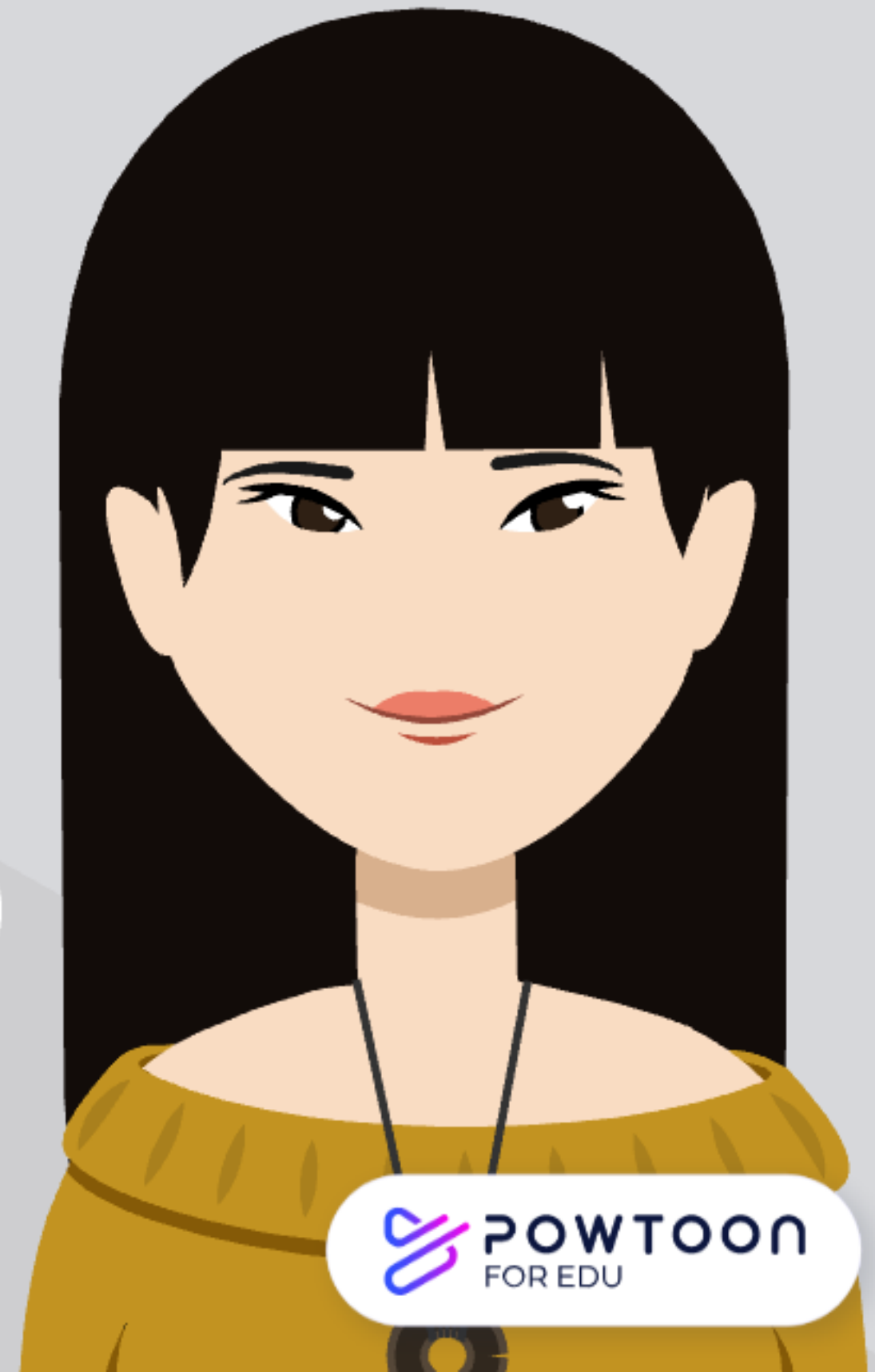
**Therefore,**


Play is a vital and important aspect of a child's development and language





Children experiment with their native language when they are with their parents, other car





Background to the  
teaching of  
speaking?

You put your right foot in  
You put your right foot out  
You put your right foot in  
You shake it all about  
You do the Hokey-Pokey  
and you turn yourself around  
That's what it's all about

**Repetition  
&  
mime  
the action**



**Innovation**



You put your left elbow in  
You put your left elbow out  
You put your left elbow in  
You shake it all about  
You do the Hokey-Pokey  
and you turn yourself around  
That's what it's all about





# The Development of Speaking Skill

Younger children learning English as foreign language do not develop English-language skills more readily than older learners.

They have a clear advantage when it comes to pronunciation.

However there are some phonemes which English-speaking as well as non-native speaking children have difficulty, such as /r/, /s/, and /th/





## AVOID UNREALISTIC EXPECTATION

The expectation for children learning ESL or EFL should not be greater or more demanding than the expectations for children le

# The issues:

1

## Mean length of utterance

- > MLU are the number of morpheme found in a sample of child' utterances, such as the word bicycle consists of two morpheme bi- and -cycle
- > Very young children produce MLUs which are shorter than older children.
- > Five-year-old might say, "Do I have to go", while 10-year-old might say " Yeah, I know I supposed to go 5 r...ute ago"

# The issues:

2

## Pronunciation & Young Learner

Children sometimes have difficulty articulating specific phonemes such as /th/ or /r/.

This problem can be solve when they grow and develop, in which they become able to articulate.

# The issues:

2

## Pronunciation & Young Learner

Age when native English speaker usually master English language sound

# The issues:

3

## Overgeneralization of errors

Children have a tendency to overgeneralize grammar rules when they are learning English as their native language.

Overgeneralization can also occur when a learner takes rules from his first language and applies them to a second or foreign language.



**Classroom  
Technique  
&  
Activities**



# Audiolingual Method



The audiolingual method to language teaching is based on the notion that one can learn language by developing habits based on the pattern of language (Celce-Muria, 2001)

# 1. Drill with coral response

Aimed at getting the students to practice by using the pattern that occur in language

## Drill 2

**Students:** *This is a blue dress.*

**Teacher:** *This is a red dress.*

**Students:** *This is a red dress.*

**Teacher:** *This is a yellow dress.*

**Students:** *This is a yellow dress.*

**Teacher:** *blue*

**Students:** *This is a blue dress.*

**Teacher:** *red*

**Students:** *This is a red dress.*

**Teacher:** *jacket*

**Students:** *This is a red jacket.*

## 2. Dialogue

It provides the learners with grammatical controlled scripts that they can use in real life.



Using Puppet to introduce dialogues



Fishbowl technique

# ***Communicative language teaching***

Connect classroom based language learning with the language that the learners need in order to communicate outside the classroom

1

The focus is on getting the message across and helping children acquire fluency





### Extract 2

**S1:** (Turns over a picture of a chocolate candy bar.) *I like chocolate.*

(Turns over a picture of potatoes.) *I don't like potatoes.*

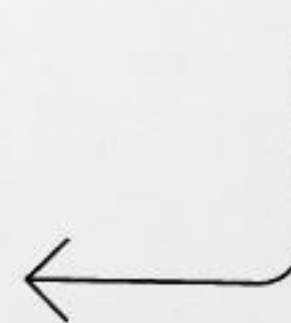
**S2:** (Turns over a picture of potatoes.) *I like potatoes.*

(Turns over a picture of apples.) *I like apples.*

**S1:** (Turns over a picture of potatoes.) *I don't like potatoes.*

(Turns over a picture of potatoes.) *I don't like potatoes.*

## Games



## Talking & Writing Box



### Extract 3

**T:** *Which item on your box makes you smile?*

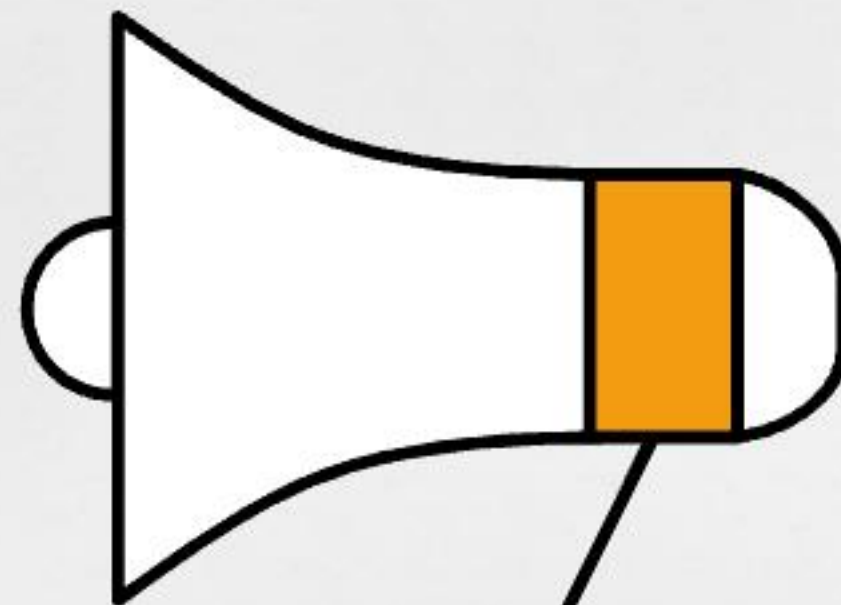
**S:** *This picture.*

**T:** *Why?*

**S:** *It's my Uncle Donald. He is funny. On my birthday ...*



Sally sells seashells at  
the seashore a



# Error Correction

It is not necessary for a teacher to respond all the error (Bailey, 2005)



**T:** *What does she do at 6:00?*

**S1:** *She do her math homework at 6:00.*

**T:** *She does her math homework at 6:00. Yes, she does her math homework at 6:00. (Emphasizes the word does.) Let's look at another picture. Tommy, what does he do at 7:00?*

**S2:** *He do karate.*

**T:** *He does karate. Yes, he does karate. (The dog puppet, Winston.) Winston, can you h*

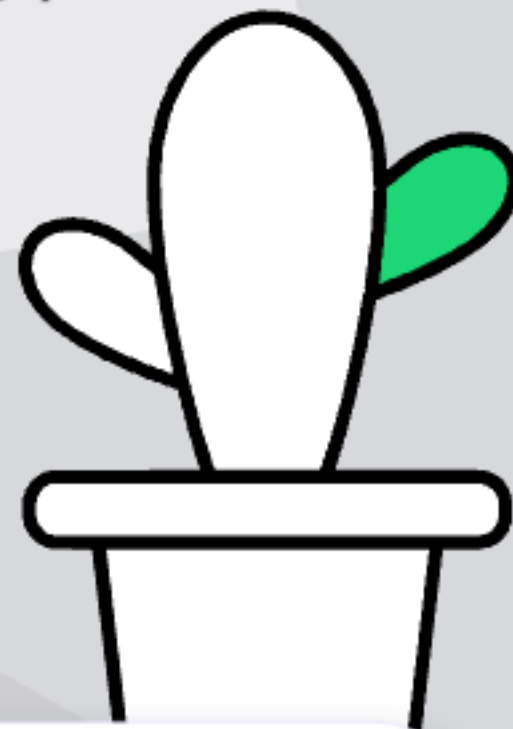


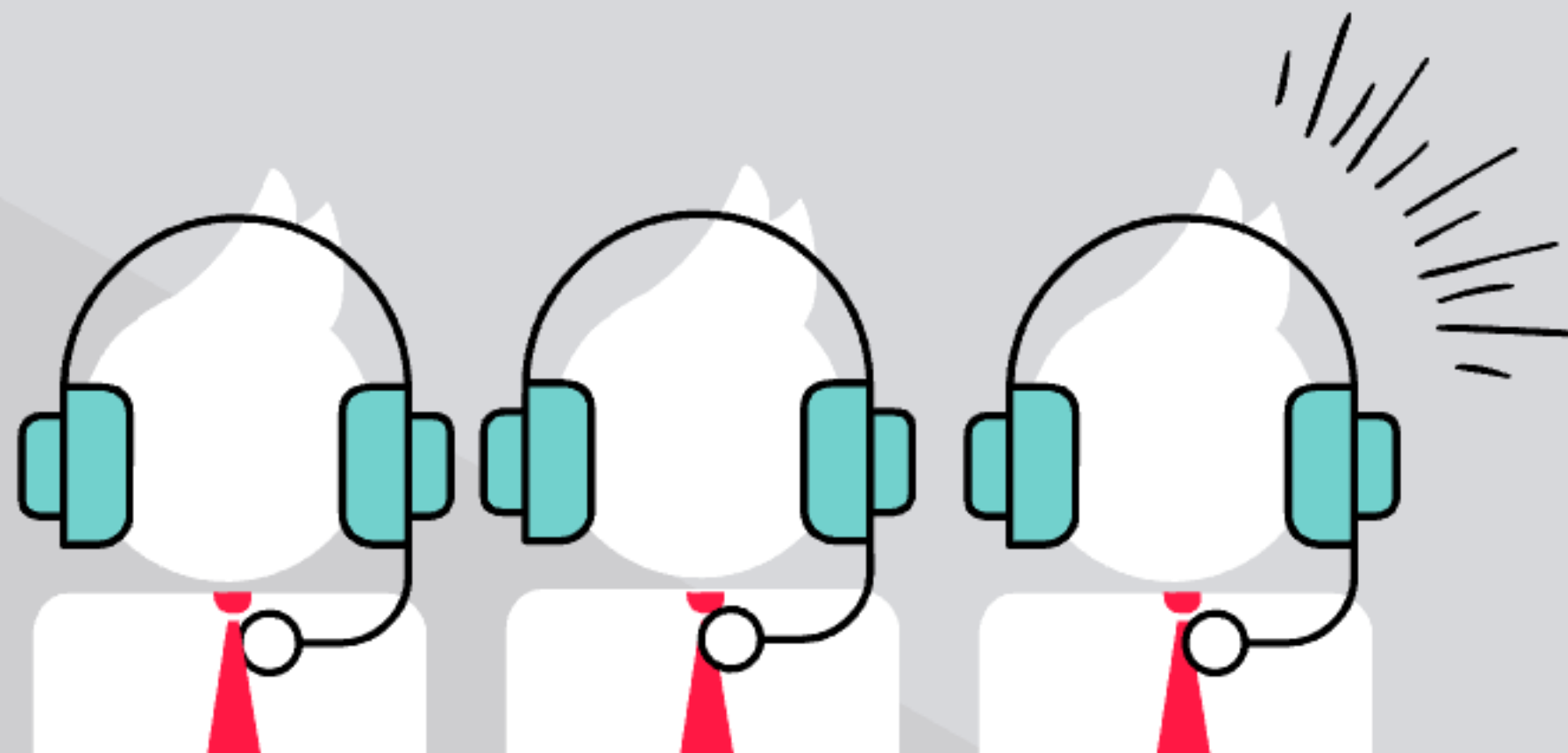
# Managing Speaking Activities





It is crucial to have well-planned lesson in order to maintain a certain level of control.





## How to manage the noise level?

# Don't try to shout over children....



**GET STARTED**

**CLICK HERE**



# Speaking in the Classroom

A. Listen. Ask and answer.

What time is it?  
It's seven o'clock. It's time to get up.



1. 7:00  
get up



2. 7:15  
get dressed



3. 8:00  
eat breakfast



4. 8:30  
go to school



5. 4:30  
do homework



6. 9:15  
go to sleep

B. Look at the pictures again. Listen. Ask and answer.

When do you get up?  
I always get up at seven o'clock.

Extract 5

S1: *What time is it?*

S2: *It's seven o'clock. It's time to get up.*

S2: *What time is it?*


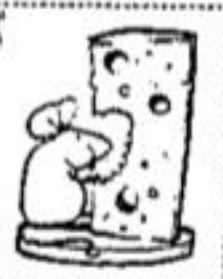






S1: *It's seven-fifteen. It's time to get dressed.*





**What's happening?** 1.13

**Picture cards**

**Baseboard**

1	2	3	4
5	6	7	8

From Primary Grammar Six by C. Nisak and M. Tomlinson / Cambridge University Press 2003 **39**



**THANK YOU...**