Extended Speaking in the Classroom
(and the Importance of Planning)

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Three things:

- Extended speaking activities
- Planning before speaking
- ELT research
What is extended speaking?

Extended speaking is a type of speaking activity that involves learners speaking for longer periods of time and in a freer form than controlled speaking practice.

teachingenglish.org
What kinds of extended speaking tasks are there?

Work in groups. You are going to hold a debate about which is better, box sets and on-demand viewing or more traditional weekly TV shows.
Work in groups. Choose a problem from the box or use your own ideas. Then roleplay calling two friends to ask for help. Use the Functional language box to help you.
SPEAK  Go around the class and interview three or four of your classmates about their hobbies.
Work in pairs. Do a class *survey* about what everyday things make people happy.

A: Getting into bed after a long day.
B: When I find a bargain in the shops.
C: Relaxing with a good book.
Work in groups. Compare your ideas. In your group, decide on the best animal picture.
A  Listen to a presentation about the Gullfoss Waterfall in Iceland and answer the questions.

• Where is it located?
• When was it formed or created?
• What is it surrounded by?
• How is it reached?
• Who and how many people visit it?
• Why are people attracted to it?

B  Work in pairs. Choose a natural wonder in your country or continent to give a presentation about. Use the questions in Exercise A to help you.

C  Give your presentation to the class.
B Choose one of the works of art or the artist who produced it (1–4) or use your own ideas. Make notes about:

**Work of art**

- What is the title?
- Who painted or made it? When?
- Is it in a museum or gallery? Where?
- What does it show?

- What materials are used?
- How does it make you feel?
- Have you seen the original?
- Any other information?
Why?

• Personalise language learning
• Authentic form of communication
• Focus on meaning, meaningful language
• Opportunity to tackle longer piece of spoken discourse
• Motivating
• Enhance group dynamics, cohesion, rapport, community
• ‘Real-time’ production
• Bridge divide between fluency and accuracy
• Planning time
Pre-task planning: pros and cons?
Anti-planning

- **Not representative** of ‘real world’ situations → **not indicative** of the learner’s ‘real-world’ proficiency.

- Frequent argument against planning time in tests (e.g., IELTS/Cambridge).

- **However**, anticipating what sort of language is needed in a given situation *is* similar to what second-language users will do in real life.

  *Bygate, 1996*
Pro-planning

- Planned speech can give the speaker the opportunity to experiment with and therefore develop language.  
  Howarth, 2001

- Planning can play a key role in interlanguage development.
  eg  Skehan, 1994; Howarth, 2001

- Learners who plan tasks generally attempt more ambitious and complex language and hesitate less.
  eg  Foster & Skehan, 1996, 1999; Wigglesworth, 2001; Yuan & Ellis, 2003
Non-planners:  
Pause  25 times  
Silent  90 secs

Planners:  
Pause  12 times  
Silent  21 secs

Foster, 1996
Pre-task planning can **impact positively** on language performance in terms of fluency and complexity ... 

... But effects of pre-task planning on **accuracy** are generally **inconsistent** and inconclusive

*eg  Ellis, 1987; Crookes 1989; Foster & Skehan, 1996, 1999; Wigglesworth, 2001; Mehnert, 1998; Yuan & Ellis, 2003*
An investigation into the effects of pre-task planning on accuracy in speaking activities ...
Task A
You are going to talk for two to three minutes about your favourite film, or one that you particularly like. Talk about some or all of the following.
- what type of film it is
- what the main story is
- who the actors are and who the director is
- what you like about it
- where and when you saw it and who with
- why you decided to see it
- if the music is memorable
- if you would recommend this film

Task B
You are going to talk for two to three minutes about your favourite music group or music artist, or one that you particularly like? Talk about some or all of the following.
- the kind of music they play
- the group’s line-up
- why you like them
- when you first heard them
- how often and when you listen to them
- your favourite song and/or album by them
- if you have ever seen them
- if they remind you of a particular person, place or time
I particularly like a movie called Shrek it’s a comedy full of humour and it’s for people of all ages even when it’s erm animated movie but it’s for everyone it’s about an ogre that falls in love with a princess but I think that it’s a nice film because it teach you about it teach you about friendship and love and not giving up the things even when they seem very difficult erm I saw Shrek when I was younger with my family my dad my mum my sister everyone and we had a nice time watching it and laughing about it erm it was er it has an it had an excellent music instrumental music er for being an animated movie and I would recommend this film to everyone even to little kids and adults and for those who are getting on a bit and for to any to everybody so that’s it

25 clauses, 6 errors = 76% accuracy
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<th>NP accuracy %</th>
<th>PTP accuracy %</th>
<th>+/- accuracy %</th>
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</table>
Non-planners: 70% accuracy

Planners: 81% accuracy
Levelt’s three stages of speech processing

- **conceptualisation**: content encoded into propositions
- **formulation**: linguistic coding of the propositions
- **articulation**
Explanation of why pre-task planning impacts positively on L2 language performance is thought to be grounded in information and speech processing theory, which suggests that during real-time task production the speaker is not able to attend fully to all the linguistic requirements of the task due to a limited processing capacity, but instead allocates his or her attentional resources by prioritising one aspect over another (Anderson, 1995; Skehan, 1996; Skehan & Foster, 1997; Van Patten, 1990). For example, the speaker may prioritise propositional content over linguistic content. However, when the speaker has the opportunity to plan, he or she may compensate for these processing limitations and attend to a greater range of linguistic and propositional demands as oppose to having to prioritise one aspect over another, which can result in enhanced linguistic output.
Planning time allows students to devote attention to both form and content, rather than forcing them to choose one at the expense of the other.

Pauline Foster

Talking about something with which they are familiar will be easier for accuracy than if they create something new from scratch.

Scott Thornbury
Implications?

- Inform our learners - think about WHAT and HOW
- Allow more planning time ‘across the board’
- Write our own activities
- Material design
A You are going to give a short presentation about a child prodigy. Student A – go to the Communication Hub on page 152. Student B – go to the Communication Hub on page 157.

B PLAN Read the biography and makes notes about:
- the person’s early life and education
- his/her talents and abilities
- any key moments or turning points in his/her life
- achievements he/she is famous for
- what he/she did later in life

C ORGANISE Work in groups. Decide who is going to present which topics and practise your presentation. Use words and phrases from the Listening box to help you.

D PRESENT Give your presentation to your classmates.

A Listen to Salli recommending a film. What does she talk about?
1. the film type or genre
2. the main story
3. the actors, the director, the writer
4. what she likes about it
5. how it made her feel

B PLAN You are going to recommend a film or book. Decide which film or book you are going to talk about and make notes about the topics in Exercise A.

C ORGANISE Use adjectives for describing films or books and at least one first conditional sentence (If you like ..., you’ll love ...).

DISCUSS Work in groups. Recommend the film or book you chose to your group.
Look, read and match.

1. Hello. My name’s Asterix. I’m from France. I’ve got a big yellow moustache and a funny hat! I’m very strong! …

2. Hi! My name’s Atomic Betty. I’m from Canada. I’ve got red hair and green eyes. I’ve got a spaceship and I can travel to other planets! …

3. Hi, kids. My name’s Superman. I’m from the USA. I’ve got a blue and red costume. I can fly and I can see through walls. …

Read and circle.

1. Asterix is from France/the USA.
2. Atomic Betty has got a planet/spaceship.
3. Asterix has got a yellow hat/moustache.
4. Superman has got a blue and red costume/dress.

Portfolio: Draw and write about your favourite cartoon superhero. Present it to the class.
Selected References


