

- In everyday communication, 45-50% of the time is spent on listening, and 30% on speaking (Hedge, 2000)
- What about in our classrooms?
- Anxiety and emotional factors (Horwitz et al., 1986; Dewaele & Alfawzan, 2018; Playsted, 2020)
- Listening skills and cognitive processes (Vandergrift & Goh, 2012)
- Core speaking skills (Goh & Burns, 2012)
- Evidence-informed planning can secure learners & encourage a more confident approach to listening and speaking practice

Challenges

- Learner challenges
- Emotional, metacognitive and cognitive
- Teacher challenges
- Training (including intercultural), resources, planning and time
- Don't mention the 'P word'! (A few thoughts to help you approach English pronunciation teaching)

Listening

- Controlled processing
- Perception, parsing, utilization
- Automatic processing
- Metacognition
- Planning, focusing attention, monitoring, predicting, evaluating

Speaking

- Speech functions: Request, express, explain, give, offer, describe
- Pronunciation: Regional variations and dialects, Segmentals, Suprasegmentals, Perception, Production
- Interaction management: Initiate/maintain/end conversations, Offer turns, Clarify meaning, Change topics
- Discourse organization: Coherence (language choices), Discourse markers & intonation changes (signposts), Language conventions appropriate for the genre

Planning for listening

- Listening outcome, communication goal, listening skills needed to achieve outcome, plan pre-listening activity, select listening text, plan listening task, plan noticing activity, review plan (Vandergrift & Goh, 2012)

Teaching speaking cycle (Goh & Burns, 2012)

- Focus learners' attention on speaking, provide input and/or guide planning, conduct speaking tasks, focus on language/discourse/skills/strategies, **repeat speaking tasks**, direct learners' reflection on learning, facilitate feedback on learning

Teaching pronunciation

- Views of pronunciation
- Priorities and goals
- Features of pronunciation
- Giving feedback on pronunciation
- Planning with pronunciation in mind

At home practice ideas

Further Reading

- Goh, C. C. M., & Burns, A. (2012). Teaching speaking: A holistic approach. Cambridge.
- Harmer, J. (2015) The practice of English language teaching. Pearson.
- Nation, I.S.P. & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. Routledge.
- Playsted, S. (2020). Nurturing learners' relationships and confidence in the speaking skills classroom. Mind Brain Ed Think Tank+, 6(9). Retrieved from mindbrained.org
- Playsted, S., Burri, M., Acton, W. (forthcoming) Warming up and activating mind, body and emotions in pronunciation instruction. TESOLANZ Journal.
- Vandergrift, L. & Goh, C. (2012). Teaching and learning second language listening: Metacognition in Action. Routledge.

Thankyou😊

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- Dewaele, J.-M., & Alfawzan, M. (2018). Does the effect of enjoyment outweigh that of anxiety in foreign language performance? *Studies in Second Language Learning and Teaching*, 8(1), 21-45.
- Goh, C. C. M., & Burns, A. (2012). Teaching speaking: A holistic approach. Cambridge.
- Hedge, T. (2000) *Teaching and learning in the language classroom*. Oxford, UK: Oxford University Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
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