TEACHING SPEAKING AND LISTENING IN PRIMARY SCHOOL

MODULE 3: TMT 224

Ministry of Education

TEACHING SPEAKING AND LISTENING IN PRIMARY SCHOOL

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The following MT Language Instructors from the Colleges of Teacher Education (CTE) and representatives from RSEB and MOE were the first to develop the Module from the English prototype provided by the Florida State University team to the final Module 3: TMT 224, adapted to local context and in alignment with primary curriculum (grades 1-8).

Development Workshop – Module 3: TMT 224

№	NAME	REGION	LANGUAGE	INSTITUTION/CTE
1.	Ezra Ayele	Amhara	Amharic	Debre Birhan
2.	Tadesse Hirpa	Benishangul	Afaan Oromo	Gilgel Beles
3.	Tsegaye Anjulo	SNNPR	Wolayttatto	Arbaminch
4.	Zerihun Ouma	Somali	Af-Somali	Dr.Abdulmajid Hussien
5.	Getachew Tefera	Amhara	Amharic	Dessie
6.	Degele Heiso	SNNPR	Hadiyyisa	Hossana
7.	Fisseha G/hiwot	Tigray	Tigrigna	Adwa
8.	Tadesse Kafale	SNNPR	Sidaamu Afoo	Hawassa
9.	Luter Balcha	SNNPR	Sidaamu Afoo	Hawassa
10.	Abdi Mohomed	Somali	Af-Somali	Kebri Dahar
11.	Gebrehiwot Redae	Tigray	Tigrigna	Abi Addi

The MT Language Instructors from the Colleges of Teacher Education (CTE) in collaboration with RSEB and MOE representatives adapted the Module 3: TMT 224 to the seven mother tongue languages. Those include the following:

Adaptation Workshop – Module 3: TMT 224

№	NAME	REGION	LANGUAGE	INSTITUTION/CTE
1.	Ephrem Kiflom	Tigray	Tigrigna	Abi Addi
2.	Desalegn Kiros	Tigray	Tigrigna	Adigrat University
3.	Hailemikael G/Hiwot	Tigray	Tigrigna	Abi Addi
4.	Abraham T/Haimanot	Tigray	Tigrigna	REB
5.	Yigeremu Badego	SNNPR	Sidaamu Afoo	Hawassa University
6.	Tadesse Kafale	SNNPR	Sidaamu Afoo	Hossana
7.	Yetimwork Ayele	SNNPR	Sidaamu Afoo	REB
8.	Teshome Mio	Oromia	Afaan Oromo	Chiro
9.	Girma Etana	Oromia	Afaan Oromo	Nekemte
10.	Dereje Regassa	Oromia	Afaan Oromo	Jimma
11.	Girma Kebede	Oromia	Afaan Oromo	OREB
12.	Tsegaye Anjulo	SNNPR	Wolayttatto	Arbaminch
13.	Adimasu Tumato	SNNPR	Wolayttatto	WSU
14.	Alemayehu Waro	SNNPR	Wolayttatto	WSU
15.	Zergahun Chafamo	SNNPR	Hadiyyisa	Hossana
16.	Dawit Guracha	SNNPR	Hadiyyisa	Hadiya Zone EB.
17.	Ayano Chamiso	SNNPR	Hadiyyisa	Hadiya Zone EB.
18.	Bashir Mohamed	Somali	Af-Somali	Kebri Dahar
19.	Abdi Mohamed	Somali	Af-Somali	Kebri Dahar

20.	Ibrahim Bashir	Somali	Af-Somali	Dr.Abdulmajid Hussien
21.	Saif Mahamoud	Somali	Af-Somali	Dr.Abdulmajid Hussien
22.	Zerihun Ouma	Somali	Af-Somali	Dr.Abdulmajid Hussien
23.	Mustafe berket	Somali	Af-Somali	Dr.Abdulmajid Hussien
24.	Berhanu Aragaw Abey	Amhara	Amharic	Woldiya
25.	Ejigu Yimam	Amhara	Amharic	Dessie
26.	Alemayehu Tsegaye	Amhara	Amharic	Gonder
27.	Setu Belay	Amhara	Amharic	Gonder
28.	Hayat Maru	Amhara	Amharic	Debere Markos

The MT Language Instructors from the Colleges of Teacher Education (CTE), who co-facilitated the Module 3:TMT224 Training in Mother Tongue, include:

Module 3: TMT224 Training Workshop

№	Name	Region	Language	Institution/CTE
1.	Alemayehu Tsegaye	Amhara	Amharic	Gonder
2.	Tsegaye Girma	Amhara	Amharic	Dessie
3.	Dessalegn Kiros	Tigray	Tigrigna	Adigrat University
4.	Tsegaye Anjulo	SNNPR	Wolayttatto	Arbaminch
5.	Ibrahim Bashir	Somali	Af-Somali	Dr.Abdulmajid Hussien
6.	Teshome Mio	Oromia	Afaan Oromo	Chiro
7.	Abate Hagos	SNNPR	Sidaamu Afoo	Hawassa

We are very thankful to the teacher educators who helped review and revise the adapted module for final production in the seven mother tongue languages at several phases, from October 2015 to March 2016.

Participants who revised and helped produce the final copy of the Adapted Module 3: TMT 224 include the following:

Module 3: TMT 224 Revision (after implementation) Workshop

№	Name	Region	Language	Institution/CTE
1.	Yitayal Tesema	Oromia	Afaan Oromo	Adola
2.	Kedir Bullo	Oromia	Afaan Oromo	Bule Hora
3.	Fekadu Birru	Oromia	Afaan Oromo	Nekemte
4.	Amsalu Debelo	Oromia	Afaan Oromo	OEB
5.	Bedada Tolosa	Oromia	Afaan Oromo	Robe
6.	Mohamed Omer	Somali	Af-Somali	REB
7.	Ibrahim Aden	Somali	Af-Somali	Dr.Abdulmajid Hussien
8.	Seid Abd	Somali	Af-Somali	
9.	Ibrahim Bashir	Somali	Af-Somali	Dr.Abdulmajid Hussien
10.	Abdi Mohommed	Somali	Af-Somali	Kebri Dahar
11.	Berhanu Aragaw	Amhara	Amharic	Woldiya
12.	Tsehay H/meskel	Amhara	Amharic	Dessie
13.	Genet Tsegaye	Amhara	Amharic	Kemisse
14.	Getachew Werku	Amharic	Amharic	Sekota

15.	Kifle Wajebo	SNNPR	Hadiyyisa	Hossana
16.	Zergahun Chafamo	SNNPR	Hadiyyisa	Hossana
17.	Tagesse Erengo	SNNPR	Hadiyyisa	Zone EB.
18.	Negalign Demeke	SNNPR	Hadiyyisa	Hossana
19.	Degele Heiso	SNNPR	Hadiyyisa	Hossana
20.	Tadesse Kafale	SNNPR	Sidaamu Afoo	Hawassa
21.	Mengistu Burka	SNNPR	Sidaamu Afoo	Hawassa
22.	Abate Hagos	SNNPR	Sidaamu Afoo	Hawassa
23.	Abayneh Nushie	SNNPR	Sidaamu Afoo	Hawassa
24.	Hariso Lalima	SNNPR	Sidaamu Afoo	Zone EB.
25.	Kahsu Belay	Tigray	Tigrigna	Abiy Addi
26.	Asrat G/hiwot	Tigray	Tigrigna	Adwa
27.	Abebe Shahle Hadgu	Tigray	Tigrigna	Adwa
28.	Ataklti Mekonen	Tigray	Tigrigna	Abi Addi
29.	W/Mariam Lisanu	SNNPR	Wolayttatto	Wolayta SodoUniversity
30.	Lukas Balota	SNNPR	Wolayttatto	Arbaminch
31.	Fistum Dejene	SNNPR	Wolayttatto	Arbaminch
32.	Kassa Karfe	SNNPR	Wolayttatto	Arbaminch
33.	Argaw Eyasu	SNNPR	Wolayttatto	Sodo
34.	Mesifin W/Gebriel	SNNPR	Wolaytatto	REB
35.	Abenet Esayias	A.A		MoE
36.	Yibeltal Solomon	A.A		MoE
37.	Tesfaye Degefa	A.A		MoE
38.	Sisay Bezabih	A.A		MoE
39.	Solomon Worku	A.A		MoE
40.	Adugna Ayana	A.A		MoE

We hope this module will contribute to improving the skills of future teachers to teach speaking and listening to fifteen million Ethiopian children in the near future.

Table of Contents

Contents

TABLE OF FIGURES

ICONS USED

Dear student!

Please note that the following icons or symbols are used in this Module for making reference easier for you. The table below lists all the icons used in this module followed by their meaning.

This tells you that there is an introduction to the module, unit and section.

This tells you that there is an introduction to the module.

This tells you that there is question to answer or to think about in the text.

This tells you that there is an activity to do.
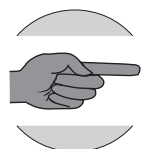
This tells you to note and remember an important point.

This tells you that there is a self-test for you to do.

This tells you that there is a checklist of the main points.

This tells you that there is written assignment.
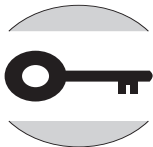
This tells you that these are the answers to the activities and self-test questions.
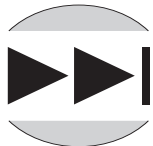
This tells you that there are learning outcomes to the Module or Unit.

This tells you that there is an activity to do.

This tells you that there is a conclusion to the unit.

This tells you that there is an assignment to do.

This tells you that there is a video to watch.

This tells you that there is a student textbook or teacher's manual to use.

This tells you that there is time for silent reading.

MODULE INTRODUCTION

Speaking and listening are two of the core language skills. Students spend much of their time listening to teachers' presentations. They also have to respond to teachers' questions and interact with the teachers and students in the class. Hence, speaking and listening are fundamental skills in learning to read and write. In addition, these skills are very critical in day-to-day interactions with other people. We spend much of our time listening to other people or media, and also speaking with colleagues and family members. Thus, students' competencies in these skills heavily determine success in schooling and their day-to-day lives. However, some people believe that children's speaking and listening skills naturally develop and give little attention to helping children learn to speak and listen.

This course is intended to develop student teachers' knowledge and skills in teaching speaking and listening skills in primary grades. The course contains six chapters. The first and second chapters examine first (L1) and second (L2) language acquisition, and provide various theoretical models that may explain how children progress in the acquisition of language.

Chapter three discusses how to plan and deliver lessons in speaking and listening, and how to assess the speaking and listening skills. It introduces how to develop listening and speaking lesson plans and introduces classroom assessments that can be used not only to measure developmental progress of speaking and language skills for both first (L1) and second (L2) language learners, but also to determine what types of instruction is needed for these students.

Chapter four examines the importance of oral vocabulary and its role in learning to speak, read, and write in both first (L1) and second (L2) language acquisition. This chapter provides teaching strategies for supporting the development of oral and academic vocabulary for both first (L1) and second language (L2) learners. Multiple vocabulary teaching strategies are included in this chapter.

Chapter five examines the importance of listening skills for learning, and the various steps and strategies for teaching and using listening skills in primary grades. Listening to sounds, listening for a specific purpose and listening for the gist are some of the main points discussed in this section. Teaching listening strategies such as asking questions, using pictures, and retelling are discussed, as well as describing stories in sequence, describing the themes of listening texts, and listening to and reciting poems. The chapter also provides methods for teaching listening skills for second language (L2) learners. Student teachers are given opportunities to practice strategies for teaching listening that are in the primary school syllabus.

Chapter six examines the importance of developing speaking skills and the steps and strategies for teaching and using speaking skills in primary grades. This chapter provides teaching strategies for supporting the development of speaking skills: having students retell what they have heard, telling puzzles, riddles, poems and short stories, role play, expressing opinions, and debate. Ways to incorporate purposeful speech into classroom instruction is also addressed.

In conclusion, teacher educators are expected to implement all contents and strategies that are stated in the module. In addition to this, the activities were developed to help trainees internalize all concepts in order to apply them during their practical teaching time. Hence, it is necessary that student teachers practice and complete the activities and projects. References and glossary terms for each chapter are listed at the end of the module and can be valuable if they are referred to adequately.
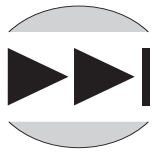
▶▶ MODULE LEARNING OUTCOMES

By the end of the course, student teachers will be able to

- Explain processes of first (L1) and second (L2) language acquisition

- Explain how theories of language acquisition in the mother tongue (L1) can support development of a second language (L2)

- Demonstrate an appreciation for the importance of L1 in L2 learning

- Identify primary school oral language competencies in the MT curriculum

- Apply instructional and assessment techniques identified in the primary school MT curriculum

- Practice different speaking and listening assessment techniques

- Value differences in language learning from a multilingual perspective

- Explain the importance of teaching listening, oral and academic language vocabulary, and speaking skills.

- Discuss how to teach listening, oral and academic language vocabulary, and speaking skills and also explain how these skills can support language comprehension, reading, and writing.

- Use instructional methods for teaching speaking and listening skills that are appropriate for various purposes.

- Use different teacher-student and peer-peer interactions to support development of speaking skills, oral and academic language vocabulary, and listening skills.

- Apply different techniques of teaching listening, oral and academic language vocabulary, and speaking skills.

- Demonstrate an understanding of approaches, which are supported by research, for speaking and listening instruction in the child's first (L1) and second (L2) languages.

- Develop lesson plans for teaching listening, oral and academic language vocabulary, and speaking skills

THE STRUCTURE OF THE MODULE

This module contains six chapters. Each chapter of the module includes: contents of the chapter, introduction, learning outcomes, teaching and learning techniques, chapter summaries, review questions and self-assessment questions/checklist of the main points. The lists of references and glossary can be found at the end of the module.

LEARNING ACTIVITIES, MODES OF TEACHING, AND TIME REQUIRED

The approach intended to be used in this module is the student-centered approach that uses a number of active learning techniques. Thus, this module makes use of modeling, explicit teaching of the content, and other interactive and cooperative learning techniques (i.e., jigsaw, think-pair-share, turn and talk, etc). Regarding the learning or practice activities, an attempt is made throughout the module to incorporate activities featuring active learning principles. Hence, the contents of this module are expected to be learned through a variety of engaging and participatory activities that require students to practice in pairs and small groups.

There are also different activities provided to allow student teachers the opportunity to practice the new teaching strategies and learn the new concepts. These include peer teaching, reflections, demonstrations, peer evaluations, project works, home-take assignments, presentations, observations, review questions, self-assessment checklists, and checking of self-assessment checklists. Since one teaching method cannot meet the needs of diverse learners, teachers are advised not to use only one single method or the same technique; rather they are encouraged to apply a variety of teaching/learning techniques and strategies in addition to those recommended in this module. The possible time required for completing each chapter is indicated at the beginning of the chapter to help the teacher educators to use their time properly and cover each chapter according to the time allocated.

ASSESSMENT TECHNIQUES

Continuous assessment techniques are advisable in order to evaluate the trainees. These techniques may take the form of quizzes, oral and written tests, assignments, presentations/reflections and final examinations. Informal assessment techniques such as interviews, observations, information gathering, and talking to group or individual students are also valuable tools to assess students' understanding of the material.

TEACHING RESOURCES

This module should be used as the main CTE course book in order to train student – teachers for teaching Speaking and Listening in MT in primary schools (Grades 1- 8). The new MT textbooks for grades 1 – 8 and MT teacher's guides for grade 1 – 8 should also be used as main references and reading materials. Students teachers and the MT teacher educator should also pay due attention to the references indicated at the end of the module. The instructor may also add additional references.

We wish you an exciting time of study!

CHAPTER 1: FIRST LANGUAGE ACQUISITION

Time allotted for this chapter: *6 hours*

CONTENTS

1.1 Language Acquisition

      1.1.1 Oral Language Acquisition

      1.1.2 First Language Acquisition

      1.1.3 Theories of First Language Acquisition

            1.1.3.1 The Behaviorist View of Language Acquisition

            1.1.3.2 The Innatist View of Language Acquisition

            1.1.3.3 The Social Interactionist View of Language Acquisition

            1.1.3.4 The Constructivist View of Language Acquisition

1.2 Stages of First Language Acquisition

1.3 Importance of Learning about Language Acquisition

INTRODUCTION

This chapter contains concepts regarding oral language acquisition in the native (first) language or L1, including the stages of first language acquisition. Socio-cultural aspects of language, grammatical aspects of language, and the relationship of oral language to literacy in students' L1 are also discussed. These concepts are also addressed in chapter two regarding second language acquisition. In addition, different theories on first language acquisition and their comparisons are discussed. The importance of learning about first language acquisition is also addressed in the chapter. Student teachers should know the objectives of this unit and issues through careful reading and practice so that they are prepared to provide instruction on speaking and listening skills.

LEARNING OUTCOMES

By the end of this chapter, student teachers will be able to:

- State the concept of language acquisition.
- Explain the importance of learning about language acquisition.
- Discuss how children acquire L1.
- Describe stages of oral language acquisition.
- Compare and contrast the theories of first language acquisition.
- Draw/Identify implications from the theories and the stages of oral language acquisition to inform the learning and teaching of speaking in primary schools

TEACHING-LEARNING TECHNIQUES

- Gap-Lecture
- Group Discussion
- Presentation
- Reflection
- Pair Discussion
- Question and answer

ASSESSMENT TECHNIQUES

Formal Assessment Techniques
- Quiz
- Group work
- Presentation
- Reflective activities
- Pair work
- Project work

Informal Assessment Techniques
- Observation
- Information gathering and talking, in groups or with individual students
- Question and answer

1.1 LANGUAGE ACQUISITION

Language acquisition is the process by which humans are able to hear and understand spoken language, the capacity to comprehend language, as well as the ability to say and use words and sentences to communicate (Clark, 2009). It is important for teachers to understand the process of language acquisition. If a child knows even a limited number of words, these words can be combined to communicate many ideas.

Language acquisition research is not only a central topic in cognitive science, but also a controversial topic. The goal of language acquisition research is to describe how a child becomes competent in producing and understanding language, and how that child achieves language milestones. There are several theories of language acquisition, and all theories support the concept that if teachers understand how different aspects of language are acquired, they can better understand the way children learn to use language for communication and to understand the world around them.

1.1.1 ORAL LANGUAGE ACQUISITION

? **ACTIVITY 1 :BRAINSTORMING**

1. How do children acquire and develop oral language?
2. Think about a child in your community, or even your younger sister or brother. At what age did she or he say their first words?

Oral language acquisition is a natural process that children use to acquire the language. A child's speaking skills will grow with age and with the acquisition of more complex language development. Oral language acquisition means the language skills that the child has learned and uses repeatedly. Children learn the rules of the language at an early age through use, and over time they develop language skills without formal instruction. Thus, one source for learning must be genetic; human beings are born to speak and to figure out the rules of the language used in the environment (Nyman, 2009). Children also learn language by hearing others talk. We also know that children work through linguistics rules on their own because they use forms that adults never use, such as "*I bringed cat.*" This process of learning a language through trial and error experience is called **oral language acquisition**; the child makes sense of the language and applies the rules that have been learned.

Language development includes not only interaction with others but also the ability all humans possess for acquisition of oral language. Subconscious language development includes the ability to quickly combine words into a sentence, as well as the ability to think about language and how to use it, called **meta-linguistic skills**. For example, a milestone in the development of meta-linguistic skills happens when the child can think of the word *doll* and can picture a doll, even though a doll is not visible.

1.1.2 FIRST LANGUAGE ACQUISITION

Language acquisition usually refers to **first-language acquisition** (L1). First language acquisition is the process whereby children acquire their first language. All humans (without exceptional physical or mental disabilities) have an innate capability to acquire language. Children do not need explicit instruction to acquire their first language, but rather seem to just "pick up" language in the same way they learn to roll over, crawl, and walk. There are studies which investigate infants' acquisition of their native language. This is distinguished from **second-language acquisition** (L2), which deals with the acquisition (in both **children** and adults) of additional languages.

The capacity to successfully use oral language requires a range of skills including **phonology** (the study of the sound system and how sounds are organized), **morphology** (the patterns of word formation), **syntax** (order of words), **semantics** (word meanings, **vocabulary**), and **pragmatics** (functional use of language in a variety of communication contexts). Language can be vocalized as in speech, or manual as in **sign language** and writing. There are two main guiding principles in first-language acquisition, these are: (1) children learn **speech perception** (understanding what is said to them) before and while they learn **speech production** (speaking the sounds themselves) and (2) the child's language is built up one step at a time, beginning with individual phonemes, then individual syllables, and finally more complex combinations of sounds (Sakai, 2005).

ACTIVITY 2: REFLECTION

What is the implication of the above information for teaching MT language in the early primary grades?

1.1.3 THEORIES OF FIRST LANGUAGE ACQUISITION

There are essentially four major theories of how children acquire the ability to use oral language (Lenberg, in Reutzel & Cooter, 2015).

1.1.3.1 The Behaviorist view of Language Acquisition:

The behaviorist theory of language development states that infants learn oral language from other human role models through a process where they are rewarded for interacting with the people around them (Piper, 1998). When a child speaks, a parent may respond and reward the child; or the child may speak and the parent ignores the child. A child learns language better when the parents respond and reward the child. It is important that the child have interactions and feedback from parents and other people. Children learn a language mainly through repetition, imitation and habit formation. Generally, behaviorists propose that a child's environment is the most important factor in first language acquisition. If a child is exposed to rich language, then good habit formation and proper language development occur.

1.1.3.2 The Innatist view of Language Acquisition:

The innatist view is that language learning is natural for human beings. Children are biologically programmed for language acquisition. Children are born with a special ability to systematically discover for themselves the underlying rules of a language system. This special ability enables them to learn the complexities of language in a relatively short period of time. In short, babies enter the world biologically ready to learn language (Lenberg in Reutzel & Cooter, 2015). Since children may be ready to learn language, they do more than just copy what they have heard. Children are able to invent language they have never heard before by combining morphemes (e.g., saying "I buyed the candy" instead of "I bought the candy" (Reutzel, & Cooter, 2015). The timing of language learning varies greatly within and across cultures.

1.1.3.3 The Social Interactionist view of Language Acquisition

According to this theory, environment and interactions with the people in it play a critical role in the development of language. It is assumed that language development is greatly influenced by physical, social, and linguistic factors. This theory stresses the functional basis of communication. Children are social beings who acquire language in service of their needs to communicate. Vygotsky (as cited in Reutzel & Cooter, 2015) demonstrated that adult interactions with children could not only assist in language development, but could also change the pace of language learning. Vygotsky suggested that the child could learn new language by learning from a parent, family member, teacher, and/or a more capable peer. The level of skill that a child can progress through with the support of an adult or a more capable peer is called the **Zone of Proximal Development**.

1.1.3.4 The Constructivist view of Language Acquisition:

The theory first emerged from the work of Jean Piaget (Piaget, as cited in Reutzel & Cooter, 2015). Piaget believed that language development is linked to cognitive development (i.e., thought processes

and abilities). Piaget argued that language development is deeply rooted in the development of cognition and thinking, and that cognitive development occurs in combination with the development of language ability (Cox, as cited in Reutzel & Cooter, 2015). The stages of language development are similar to Piaget's stages, but the age ranges may differ.

A) **Pre-verbal (Sensorimotor) Stage: 0-2 years.** Preverbal language, from birth to 6 months, includes crying and babbling. From 12 to 18 months, children repeat one-syllable sounds, typically beginning with consonant phonemes. First "words" also begin to appear, such as *Da-Da*, *Ma-Ma*, and *bye-bye*.

B) **Vocabulary and True Language (Preoperational) Stage: 2-7 years.** Starting from between 18 months and 2 years of age, children are able to begin naming things in their environment using one-word utterances (e.g., "no," "go," "want") to communicate their needs and ideas. Next, young children use two-word sentences, followed by an increasing ability to use simple sentences. Children 3 to 4 years of age begin using simple and compound sentences. They also begin to understand present and past tenses [although over generalizing sometimes (e.g., "goed" for "went")] and concepts like "few" and "many" or "first" and "second". At this stage, they may have a speaking vocabulary of up to 1500 words, are still self-centered, and do not always use words correctly. Between the ages of 4 to 7 years, a child's sentences should continue to grow both in complexity of ideas and number of words. For example, in English, children commonly use grammatically correct sentences and expand their speaking vocabularies to between 3000 and 8000 words by age 7.

C) **Logical and Socialized Speech (Concrete operational) Stage: 7-11 years.** Speech becomes more adult-like and is mostly mastered, though language skill will continue to grow. Starting between ages 7 and 8, children begin to use more symbolic language (e.g., concepts such as: courage, freedom, time, and seasons). Then between ages 8 to 10 years, their language becomes more flexible and children are able to engage in discussions about abstract ideas, help less-developed language users express their ideas, and expand their ideas into lengthy conversations. Response to questions becomes more logically developed, and children are often able to use language to establish and strengthen relationships.

D) Abstract Reasoning and Symbolism (Formal operational) Stage: 11-15 years and beyond. During this stage, children`s speech becomes nearly identical to adult speech. They can think about and discuss ideas which are abstract (e.g., the concept of religion). As with abstract thought, some learners seem to never quite reach this level of development, which is why we have inserted the phrase "and beyond" as a limitation.

ACTIVITY 3: Discussion in Groups or Whole Group

1. Examine the role of parents and teachers in promoting L1 learning or acquisition from the perspective of the above four theories.

2. Which of the above theories do you think identify the following implications as central points:

   a. Teachers should encourage students to ask questions.

   b. Teachers should scaffold students' use of oral language.

   c. Teachers should use the appropriate oral vocabulary and select lessons that correspond with the students' level (e.g., concrete oral words at Grade 1 and abstract words as students progress through school).

1.2 STAGES OF FIRST LANGUAGE ACQUISITION

Language development begins in infancy. The stages of first language acquisition include the cooing stage (1 to 4 months), and the babbling stage (5 to 9 months). The child then goes through the one-word stage (9 to 18 months) and the two-word stage (short sentences, 18-24 months), the early multi-word stage (24-60 months), and the late multi-word stage (60+ months). Throughout the early stages, children will exhibit the "fis" phenomenon (where the child can hear more phonemes than they can produce). The words the children say may lack morphemes or proper grammar, but there is proper word order. For example, the parent asks his/her three-year old child, "Is this a fish?" child responds, "yes a 'fis'." The parent then asks, "fis?" The child responds, "no, fis" (Fromkin, Rodman & Hyams, 2009). In this case, the child was able to produce the /s/ sound but not the /sh/ sound in the language. The child hears the adult's use of the /sh/ sound at the end of the word "fish," and can tell that sound is different from the sound the child can produce.

In the two-word stage, the child's speech has repeating patterns in word choice and word order, such as "see cow" or "doggy bite." During the early multi-word stage, the child will overgeneralize morphology. For example, instead of the sentence "I bought the candy" the child may say "I buyed the candy." However, the pronunciation will be closer to adult pronunciation. In English, the early multi-word stage may last 2-5 years and the child may learn 20-30 words per day. Children then move on to the "fine-tuning" stage, the late multi-word stage, which can last 5-10 years where they refine their grammar and build vocabulary through life and school experiences.

Table 1 - Chart of First Language Acquisition Stages

STAGES	TYPICAL AGE	DESCRIPTION
Expressions	0-2 months	Vocalization discomfort (e.g., crying and fussing)
Comfortable sound	2-4 months	Reflexive Babbling (e.g., grunts or sighs)
Babbling	5-8 months	Repetitive CV patterns, repeated sequences are often produced : /bababa/, or /nanana/ (vocal play), producing yells
One word stage	9-18 months	Single open-class words: "car", while looking car moving, "papa" when the child hears the front door open at the end of the day

Two word stage	18-24 months	Mini sentences with simple semantic relations (e.g., Ma water, Pa toy)
Early multi-word stage	24-60 months	Sentences structured for meaning and lack adherence to grammar rules, often leaving out determiners, modals, and verbal auxiliaries. *Examples:* "I can see a cow." Repeated as "see cow." "The doggy will bite." Repeated as "doggy bite." "Where is the car going?" repeated as "car going?"
Late multi-word stage	60+ months	Grammatical or functional structures emerge, adult like utterances become more frequent.

? ## ACTIVITY 4 : DISCUSSION

Based on your observations of children in your community, have you noticed differences in the age that children reach the various levels of first language acquisition? What do you think are the reasons?

What are the important implications for classroom instruction and for learning?

1.3 IMPORTANCE OF LEARNING ABOUT LANGUAGE ACQUISITION

It is very important for language teachers to know how children acquire languages in their early ages. Teachers can help children in acquiring language when they are aware of the process through which a language is acquired. For example, a child goes to school to start pre-school and early grades education. That is the critical time teachers play great role in helping these children acquire their first language. At school age, children start to internalize increasingly complex structure, expand their vocabulary, sharpen their communication skills, and learn the social functions of their language (Cruz-Ferreira, 2011). Then the teachers, being aware of this development of students' language, can help them to become more competent in speaking and listening.
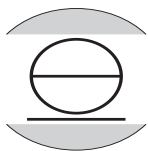
SUMMARY

Language acquisition has been one of the central topics in cognitive science. The goal of language acquisition research is to describe how a child becomes competent in producing and understanding language, selecting the proper processing strategies and achieving language use. However, there are a range of theories of language acquisition, and most of these theories do not agree on the role that both nature (genetics) and nurture (environment) play in language acquisition. The theories do have one thing in common though, and that is the fact that they all believe that by understanding how different aspects of language are acquired, we can better understand how we communicate.

In this chapter, we have been introduced to some topics that discuss language acquisition and what the processes look like. Most of these the concepts have their application to the teaching of speaking and listening skills in the primary grades. When the teacher understands the concepts in this chapter, he/she can apply them in the teaching learning processes in the primary grades. For example, when the teacher tries to teach listening in the first language, she/he has to have the knowledge of how a language is acquired naturally.

GROUP ASSIGNMENT (FOR 15 TO 30 DAYS)

1. What are the implications of each topic in this chapter for the Teaching of Listening & Speaking skills in the Primary Schools?

The topics are

First language acquisition

Oral language acquisition

Importance of learning about language acquisition

Stages of first language acquisition

Theories of first language acquisition

2. Each group will be assigned a topic and will prepare a report to present to the class.

Possible guide:

- The teacher randomly assigns topics from above to each group.
- Each group could have 5-7 members.
- The group members should reflect on the given issue, prepare a report, and present to the class.

REVIEW QUESTIONS

1. What does language acquisition mean? Elaborate by identifying points about the theories of language acquisition.
2. Assess the strengths and weaknesses of each of the four theories of first language acquisition.
3. Why is it important to understand language acquisition concepts as a teacher?
4. Compare and contrast the stages of first language acquisition.
5. What are the implications of the stages of language acquisition for mainstream/classroom instruction?

CHAPTER 1: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "√" checkmark on the spaces provided in the table if you agree or if you disagree with the statements on the left. Make sure that you read again those sections that you marked as "disagree."

Statements	Agree	Disagree
1. I can explain concepts of first language acquisition (L1)		
2. I can explain the concepts and stages of oral language acquisition		
3. I can discuss the processes of first language acquisition		
4. I can explain the importance of learning first language acquisition		
5. I can compare and contrast the theories of first language acquisition		
6. I can state the major implications of theories of language acquisition and stages of language acquisition to the teaching and learning of MT		

CHAPTER 2:SECOND LANGUAGE ACQUISITION AND BILINGUALISM

Time allotted for this chapter: 8 hours

CONTENT OUTLINE:

2.1. Second Language Acquisition

2.2. The Prism Model of First and Second Language Acquisition

       2.2.1 Social and Cultural Processes

       2.2.2 Cognitive Development

       2.2.3 Academic Development

       2.2.4 Language Development

2.3. Language Proficiency and Student Support: Cummins' Model

2.4. The Role of L1 in L2 Acquisition

2.5. Bilingualism: Acquisition and Proficiency

INTRODUCTION

This chapter contains concepts regarding language acquisition; specifically, second language acquisition (L2). It also discusses bilingualism and the development of a second language. Socio-cultural aspects of language, grammatical aspects of language and variances across the languages, and the relationship of oral language to literacy in students' L1 & L2 are also discussed.

The stages of second language acquisition are presented, including models of second language acquisition and their implications for language teaching. In the Ethiopian context, there are children whose first language is not the language of instruction in a classroom. For example, a child may speak one language at home, but another language at school. Therefore, factors which influence L2 acquisition are addressed.

Cummins' Common Underlying Proficiency of the bilingual learner is presented and discussed in detail, as well as Cummins' Model for designing activities. Thus, student teachers should know the objectives of this unit and issues through careful reading and practice so that they can provide effective classroom instruction.

LEARNING OUTCOMES

By the end of this chapter, student teachers will be able to:

- Discuss stages of second language acquisition.
- Identify specific instructional techniques used by teachers at each stage of second language acquisition.
- Summarize Prism Model and its role in first and second language acquisition.

- Analyze the issues of socio-cultural processes that impact the development of language.
- Discuss the role of first language in second language acquisition.
- State instructional implications of Cummins Model in L1 and L2 acquisition.
- Discuss the relationship of second language acquisition and bilingualism.

TEACHING-LEARNING TECHNIQUES

- Gap-Lecture
- Group/Pair Discussion
- Presentation
- Reflection
- Question and answer

ASSESSMENT TECHNIQUES

Formal Assessment Techniques

- Quiz
- Group work/assignment
- Presentation
- Reflection
- Pair work
- Project Work
- Portfolio

Informal Assessment Techniques

- Observation
- Information gathering and talking, in groups or with individual students
- Question and answer

2.1. SECOND LANGUAGE ACQUISITION

? **ACTIVITY 1: Brainstorming**

Discuss the following questions in pairs and share your opinions with the class.

1. What is second language?
2. How do you acquire a second language?
3. Do you think teaching the MT to students whose MT is different requires a different approach? Why or why not?
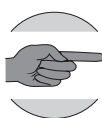
Second language (L2) refers to any language acquired in addition to a person`s first language (L1); the concept is named **second language acquisition**. Researchers have found a common sequence of acquisition for first language learning across a range of languages and contexts

(Fromkin, Rodman, & Hyams, 2009). What is not known is exactly what aspects of the second language are acquired and in what sequence. Second language learners will also demonstrate some of the stages of first language development. For example, they may go through a period when a rule is generalized (i.e., adding a past-tense marker to all verbs, even in irregular verbs). However, the rate of acquisition and the level of proficiency achieved in the second language will depend upon the individual learner, his/her first language (L1) skills, and the type and amount of exposure to the second language (L2).

An important difference between first language acquisition and second language acquisition is that the process of second language acquisition is influenced positively or negatively by language that the learner already knows. This influence is known as **language transfer** (Fromkin, Rodman & Hyams, 2009).

L1 acquisition and L2 acquisition are different in that L2 speakers may already have a fully developed knowledge of the grammar structure of their first language. Linguistic skill use is subconscious. It is difficult to overcome our ability to use the rules of our first language. In the beginning stages of acquiring a second language, L2 learners rely to some extent on the L1 grammar (Fromkin, Rodman & Hyams, 2009). If the L1 grammar is different from the L2 grammar, this is language interference. If the grammar of both languages is similar, this is language facilitation.

According to Cummins (2000), there are two levels of skills for L2 language acquisition: social language and academic language. Students acquire social communication skills, referred to as **BICS** (Basic Interpersonal Communication Skills), in the social context. However, BICS may need to be taught in the classroom if opportunities to practice the second language are not available outside the classroom. These skills are easier to master and are acquired earlier than academic language skills. BICS include basic survival skills such as knowing where to get information for health services, bus schedules, restrooms, and other services. Most of the time, when children first arrive at a new school, students at the BICS level will go through what Krashen (1985) referred to as the "*silent period.*" As she/he begins to speak and participate in class, older students will retain their native accent in pronunciation whereas the younger children will lose their native accent. This skill of social language acquisition can last from 2-3 years, while a child may take a longer time to acquire academic language skills (Cummins, 2000).The second skill of L2 language acquisition is referred to by Cummins (2000) as **CALP** (Cognitive Academic Language Proficiency). This skill is needed for successful academic performance in the content areas and is an extension of the social language development. Social and academic languages go hand-in-hand; however, as the student gains proficiency in the L2, the academic language becomes more complex. The length of time it takes for a student to acquire the academic language can vary by child and may range between 5-10 years or longer if the student comes to school with low literacy in his/her L1 (i.e., poor speaking and listening skills and/or unable to read; Cummins, 2000). Ellis (1990) identifies five developmental stages of L2 acquisition. In the first stage, learners use a word order that does not necessarily correlate to the L2 being learned. In the second stage, word order and most of the syntax will be in place but the grammar used will not be accurate. In the third stage, grammar and morpheme use will be greatly improved, but it is not until the fourth stage that more complex sentences appear.

The following table summarizes these stages of second language acquisition and shows some appropriate prompts and sample questions to use for supporting students in each stage of second language acquisition (Krashen, 1985; Hymes, 1964).

Table 2 - stages of second language acquisition

STAGES	CHARACTERISTICS	STUDENT'S BEHAVIORS	APPROXIMATE TIME FRAME	TEACHER PROMPTS
Pre-pro-duction (Silent period)	The student listens to the new language but does not speak it	The Student has minimal comprehension; does not ver-balize; nods "yes" and "no"; draws and points.	0-6 months	Show me… Circle the… Where is…? Who has…?
Early pro-duction	The student begins to speak using short words and sentences; still listening more than speaking	The Student has limited com-prehension; produces one or two word responses; uses key words and familiar phrases; uses present tense verbs; makes many errors in L2.	6 months -1 year	Yes/No ques-tions Either/or ques-tions Who? What? How many?
Speech emergence	Speech becomes more frequent, words and sentences are longer; the individual still relies on context clues and famil-iar topics.	The student has good compre-hension, can produce simple sentences; makes grammar and pronunciation errors; frequently misunderstands jokes; vocabulary increases and errors decrease.	1 -2 Years	Why? How? Explain… Questions re-quiring phrase or short answer sentence
Intermedi-ate fluency	Communication in L2 is fluent, especially in social situations; the student speaks almost fluently in a new situa-tion or academic area; demonstrates higher order thinking skills in L2 (e.g. opinion).	The student has excellent comprehension; makes few grammatical errors; still has gaps in vocabulary knowledge and some unknown expres-sions;	2-5 years	What would happen if…? Why do you think…? Questions requiring more than a sentence response
Advanced fluency	Communicates fluently in all contexts and aca-demic situations.	The student has a near-native level of speech; still has an accent problem and sometimes uses idiomatic expressions incorrectly.	5-7 years (or more)	Decide if … Retell …

As indicated in Table 2, the stages of second language acquisition have implications on the questions and activities teachers design for L2 students. For example, L2 teachers can develop questions related to the text which meet the language needs of the student. For example:

- **Pre-production:** Ask questions that students can answer by pointing to pictures in the book.
  - Example: Show me the sheep. Where is the sheep?

- **Early production:** Ask questions that can be answered with one or two words.
  - Example: Did the big sheep fall down?

- **Speech emergence:** Ask "why" and "how" questions that can be answered with short sentences.

- Example: Explain why the second sheep shouted, "Catch the striped one!" "What does the tiger want?"

- *Intermediate fluency:* Ask "what would happen if …" and "why do you think…" questions.
  - Example: "What would happen if the tiger didn't run?" "Why did the sheep fall down?"

- *Advanced fluency:* Ask the students to retell the story, including main plot elements but leaving out unnecessary details.

(Note: During adaptation, adapters should use one example from their primary MT textbooks and develop questions for each stage)

? **Activity 2: Pair-Share**

Based on the above information answer the following questions in pairs and share your ideas with the whole class.

1. Assume that you have students who are learning the MT you are teaching as a second language. As a primary school teacher, what type of vocabulary would you teach them when they are beginning to learn the L2? Why?

2. Why is it important for the primary MT teacher to know about the stages of second language acquisition? Discuss.

3. What are the differences between social language and academic language?

As a student is learning a second language, there are internal factors that affect learning the language. The development of L2 can be a long process depending upon culture, language, and prior schooling. According to Krashen's (1985) Comprehension Hypothesis Model of L2 learning, students must feel safe, secure, and understand the language input in order to acquire the second language.

Many aspects of L2 acquisition appear to be driven by the internal ability of the brain. Language acquisition is a natural developmental process and is available to everyone in social situations or in the classroom environment (Chomsky, 1957, 1975; Christiansen, Collins & Edelman, 2009).

2.2. THE PRISM MODEL OF FIRST AND SECOND LANGUAGE ACQUISITION

Collier and Thomas (2007) proposed the Prism Model of Language Acquisition for School (academic settings). This model includes first language (L1) and second language (L2) cognitive development, academic development, and language development, as well as social and cultural processes that impact language learning positively or negatively. Below is a figure of Prism Model at the center of which is the individual student going through the process of acquiring a second language at school.
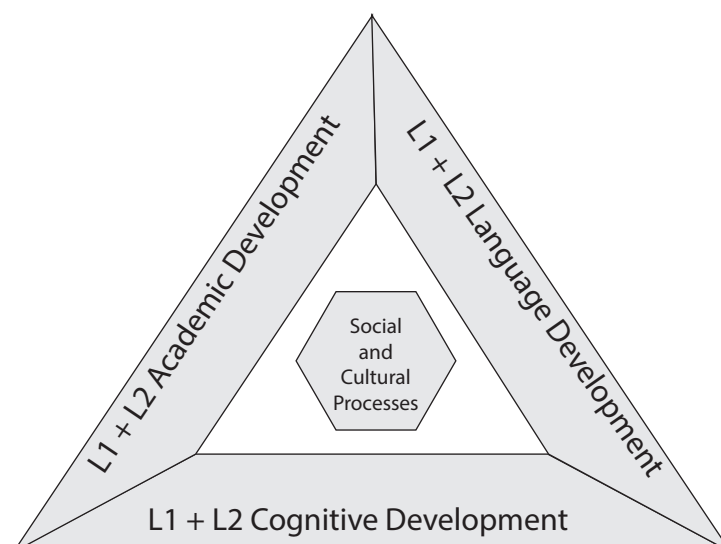
Figure 1 *- Language Acquisition for School: The Prism Model (Collier & Thomas, 2007)*

Social and cultural processes impact student's cognitive, academic, and language development. Hence, MT teachers should provide a supportive environment that communicates respect.

2.2.1. SOCIAL AND CULTURAL PROCESSES

Central to a student's acquisition of language are all of the surrounding social and cultural processes occurring through everyday life; the past, present and future, in all contexts (e.g., home, school, community) and the broader society. Socio cultural processes may include individual student variables such as self-esteem, anxiety, or other affective factors. At school, the instructional environment in a classroom or the structure of the school may create social and psychological distance between groups. Community or regional social patterns such as prejudice and discrimination expressed towards a group of people or individuals in personal and professional contexts can also influence students' achievement in school. These factors strongly influence the student's language acquisition within the socio-culturally supportive environment.

The socio-cultural support that language learners need must be evident at home, at school, in the community, and in the society at large. The instructional environment can either create social unity, linguistic and ethnic respect, and value for bilingualism or it may not support these elements.

2.2.2. COGNITIVE DEVELOPMENT

The cognitive dimension is a natural subconscious process that occurs developmentally from birth to the end of schooling and beyond. The student's cognitive development happens without the person being aware that it is happening. The child initially builds thought processes through interactions with loved ones in the language of the home. Language development is an important stepping stone as cognitive development continues. Cognitive development is enhanced when the child`s first language is used to learn new words while the student progresses through school and throughout life. The cognitive development component happens without the child thinking about it. These thought processes are built both through interactions and thinking about words, how to use sounds to form words, what words mean, creating visual representations of words, etc. It is critical that cognitive development continues to take place in the L1 so that the foundation is strong and positive transfer of skills and concepts can occur. To help the child's language development, family talk and the sharing of stories is essential.

2.2.3 ACADEMIC DEVELOPMENT

Academic development includes all schoolwork in language arts, math, the sciences, and social studies for each grade level. As students go through school, academic work requires more complex vocabulary, sociolinguistic expectations (the cultural norms for speaking, etc.), and the ability to state what has been learned at higher cognitive levels (e.g. analysis and evaluation – higher levels of Bloom's taxonomy). Academic knowledge and conceptual development transfer from first language to second language; so, it is most efficient to develop academic vocabulary in L1. This can be achieved through using the student's first language during other periods of the school day while she/he learns meaningful academic content. Research has shown that postponing or interrupting academic language development in L1 is likely to promote academic failure (Collier & Thomas, 2007). It is important to continue to teach academic language in L1 as the student is learning the second language.

2.2.4 LANGUAGE DEVELOPMENT

In school, language development is supported by the acquisition of the oral and written forms of the student`s first (L1) and second (L2) language domains, such as **phonology** (sounds), **vocabulary** (words), **morphology** (word parts), **syntax** (making sentences), **semantics** (word meaning), **pragmatics** and **discourse** (social interactions). Language skills of the first language (L1) transfer to language skills in the second language (L2). As students develop BICS and CALP skills in the second language, teachers must continue to foster growth in the first language. In order to assure both cognitive and academic success in learning a second language, the learner must be taught in his/her first language to a high cognitive level so that he or she can develop the necessary competence and performance in the second language.

?   **Activity 2:**

Answer the following questions individually and share your ideas to the class.

1. Summarize the Prism Model of L1 and L2 Acquisition in your own words.
2. Based on a personal experience of learning a second language, analyze and reflect on the four factors that influence student development.
3. Identify at least four implications, one for each of the four major components that influence L2 learning (from the Prism Model), that primary school language teachers should consider when designing teaching and learning activities.
4. Discuss how the acquisition of oral and written forms of the student`s first (L1) and second (L2) language domains support language development.

2.3 LANGUAGE PROFICIENCY AND STUDENT SUPPORT:

CUMMINS' MODEL

When designing instruction for second language learners, teachers should be aware of both the difficulty of the activity and the level of language skill needed to successfully complete the activity. The figure below illustrates levels of cognitive and language difficulty for various literacy activities.

Cognitively Demanding (CALP)

	Matching paragraphs to pictures, Science experiments	Reading a story and discussing the theme, Standardized tests	
Contextualized (Context-Embedded)	Matching words and pictures, Copying from the board	Explaining what words mean, Giving an oral pre-sentation	**Decontextualized (Context-Reduced)**

Cognitively Undemanding (BICS)

*Figure **2**- Cummins' Model for Student Support*

Cummins' (2000) Model discusses four terms: BICS, CALP, Contextualized, and Decontextualized. The two terms BICS and CALP are commonly used in discussions of bilingual education. They arise from the early work of Cummins (1984), in which he illustrated his ideas about second language development in a simple matrix. BICS (Basic Interpersonal Communicative Skills) describes the development of conversational fluency in the second language, whereas CALP (Cognitive Academic Language Proficiency) describes the use of language in academic situations

The horizontal axis of the BICS/CALP matrix represents a continuum from Contextualized to Decontextualized. Contextualized means situations in which the learner uses external clues and information, such as facial gestures, real objects and pictorial representation to enable understanding. On the other extreme, in a Decontextualized activity, the learner must rely on linguistic cues and their own knowledge about language and text in order to understand meanings. The vertical axis relates to the degree of cognitive involvement in a task, and moves from tasks that are not very demanding to increasingly challenging activities. So, an activity in the lower left corner (cognitively undemanding and contextualized), such as matching words to a picture, might be appropriate for a beginner, but tasks in the upper right corner (more cognitively demanding and decontextualized), such as a poem analysis or reading advanced literatures, would be a task for advanced learners. Cummins' Model has proved a helpful way to identify and develop appropriate tasks for bilingual pupils. For example, in preparing tasks for a newly arrived second language learner, teachers might start with contextualized tasks and practical activities that are of low cognitive demand, such as naming items or a simple matching exercise. More proficient learners would require less contextual support. This approach to planning and assessing second language learners was developed and discussed by Cline and Frederickson (1996).

In conceptualizing bilingual proficiency in this way, Cummins and other researchers suggest that it takes learners, on average, approximately two years to achieve a functional, social use of a second language. However, it may take five to seven years (or longer), for some bilingual learners to achieve a level of academic linguistic proficiency comparable to monolingual English speaking peers.

2.4 THE ROLE OF L1 IN L2 ACQUISITION

When language learners have a strong foundation of literacy in their native language, the process of second language acquisition involves use of the skills in their native language. Learners transfer forms and meanings from their L1 as they attempt to speak or write the L2. Transfer takes on a receptive role when the learners listen to native speakers of the L2 and try to understand what is being said. Similarities in the two languages are transferred positively (**language facilitation**), while differences cause a non-productive transfer (**language interference**) (Lado, as cited in Garza, 2014).

The learner/teacher interaction should address what both need so that L2 learning takes place.

The learner needs:

- Expectations of success
- The confidence to take risks and make mistakes
- A willingness to share ideas and engage in discussions
- The confidence to ask for help
- An acceptance of the need to readjust/willingness to accept comments

The Teacher needs:

- Respect of and an interest in the learner's language, culture, thoughts and intentions
- The ability to recognize growth points, strength and potential
- The appreciation that mistakes are necessary to learning
- The confidence to maintain breadth, richness and variety, and match these to the learner`s interests and direction
- To stimulate and challenge
- A sensitive awareness of when to intervene and when to leave alone

Teachers working with second language learners must consider the learners' linguistic, cultural, and academic needs, as well as the levels of language proficiency in both the L1 and the L2. They should encourage their students to experiment with language without fear of making errors. Errors are part of the learning process, just as error correction is part of the teaching process. Teachers should not ignore errors, but focusing too much on them can cause anxiety, fear, and can impede learning.

Cummins (1984, 2000) argues for a common underlying proficiency or interdependence hypothesis, in which cross-lingual skills can promote the development of cognitive and academic skills. Common underlying proficiency refers to the interdependence of concepts, skills and linguistic knowledge found in a central processing system. Cummins states that cognitive and literacy skills established in the mother tongue (L1) will transfer across languages. This is often presented visually as two icebergs representing the two languages that overlap and share, underneath the water line, a common underlying proficiency or operating system. Both languages are outwardly distinct but are supported by shared concepts and knowledge derived from learning, experience, and the cognitive and linguistic abilities of the learner.
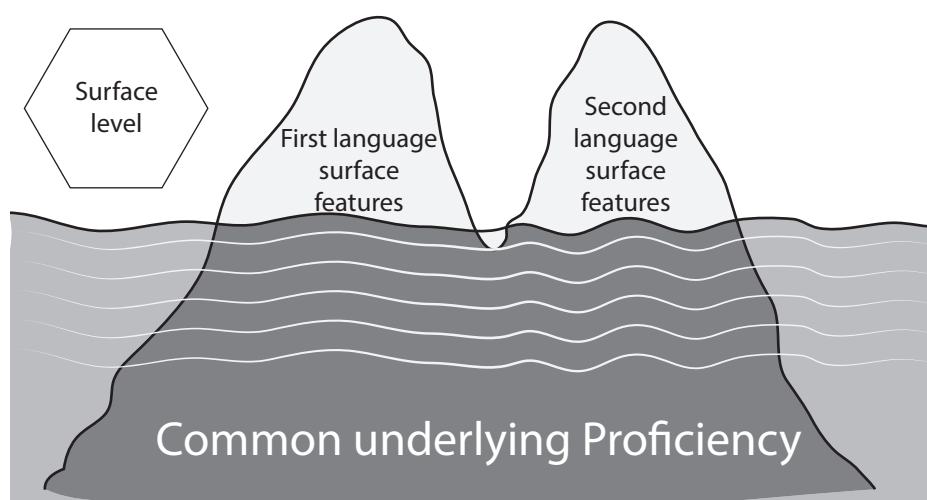
Figure* 3 - *Cummins' Underlying Proficiency Hypothesis
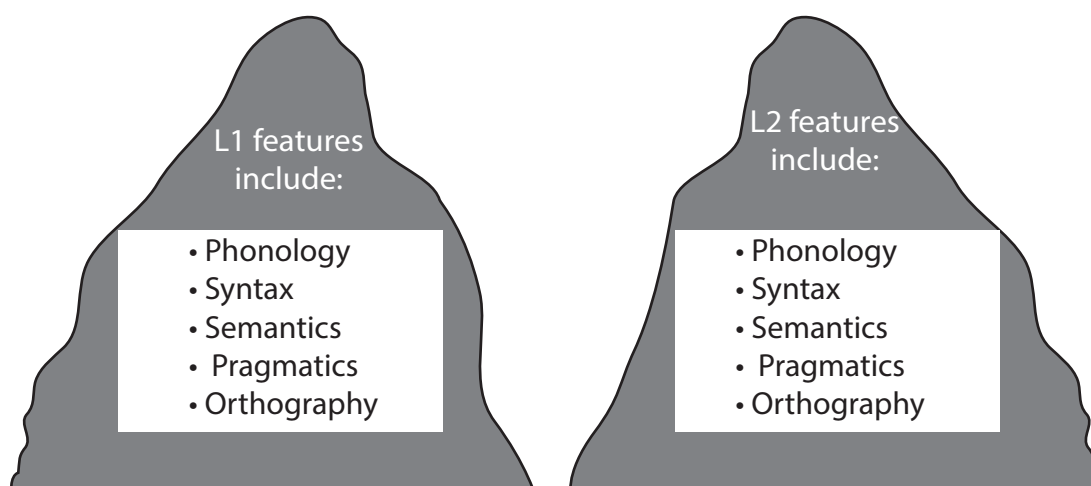
Language Facilitation = L1 & L2 features are similar

Language Interference = L1 & L2 features are different

Common Underlying Proficiency is made up of:

1. Any features of L1 and L2 which are similar and promote language facilitation

2. Basic literacy skills

3. Concept knowledge

☞ This representation also demonstrates one view of how linguistic knowledge is stored in the brain. One way of thinking of this is to consider bilingual speakers as having separately stored skills in each language, and this may include pronunciation, vocabulary and grammar in the working memory, which in turn, has access to long-term memory storage that is not language specific. In other words, the use of the first or second language is informed by the working memory, but the concepts are stored as underlying proficiency.

Cummins also describes language proficiency in terms of surface and deeper levels of thinking skills. He argues that the deeper levels of cognitive processing such as analysis, synthesis and evaluation (higher levels of Bloom's taxonomy) are necessary for academic progress. He distinguishes these aspects of proficiency from what he describes as more explicit or superficial realisations of linguistic and cognitive processing. The student needs to be successful in first language (L1) to be effective in L2. If the student

does not have basic language skills in the first language, s/he will need support in learning a second language.

Cummins also suggests that if the threshold of cognitive proficiency is not achieved, the learner may have difficulties in achieving bilingual proficiency. So the continued support of the first language while learning the second language would be beneficial for cognitive development as well as for other socio-cultural reasons. In his later work, Cummins (2000) presents the work of many other researchers that support this hypothesis and the claim that bilingualism and continuous development in the first language enhances knowledge of language skills and development in proficiency in the second language. According to Snow (1990) and Osborn, Lehr, and Hiebert (2003), native language (L1) instruction is critical to a student's success in a second language (L2). Students who receive high quality instruction in academic skills, literacy development, and concept knowledge in their L1 will likely transfer skills and concept knowledge over to L2.

?   **Activity 4:**

In small groups, discuss the following questions and share your ideas with the class.

1. What is the role of L1 in L2 acquisition?
2. What should the primary school teachers consider when teaching L2 for children?
3. What types of interactions do learners need when learning L2?
4. Provide examples of language facilitation and language interference.

2.5 BILINGUALISM: ACQUISITION AND PROFICIENCY

Bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency, which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe himself/herself as bilingual, but it may mean only the ability to communicate orally. Others may be proficient in reading two or more languages (bi-literate). A person may be bilingual if she/he grew up learning and using two languages simultaneously, or they may become bilingual by learning a second language sometime after they learned their first language. Bilingualism means different things to different people; it simply means that a student is proficient at some level in two or more languages (Baker, 2011).

In the same way as children learn their first language, bilingual learners must also learn how to use their newly acquired language accurately and appropriately. Although the process of L2 learning may be similar to L1 learning, there are some differences. For example, learners that acquire a new language after they have learned a first language already know the native language system, as well as its structures and rules (Fromkin, Rodman & Hymes, 2009).

The popular belief that younger children have an advantage over adults in learning a second language is not necessarily true. Early acquisition of the speech sound system of a language may result in a native-like pronunciation and the impression of fluency, but older learners may have an advantage in terms of increased knowledge about language which enables them to learn the new language more quickly (Ausubel, 1964). For the young child, bilingual development is taking place alongside

conceptual development and learning about the world. For older learners who have greater knowledge and understanding, bilingual learning is simply the learning of new labels for objects, ideas and concepts they already know. As they learn the new language, second language learners incorporate the new information about language into their existing model of the first language. It is important to note that learners who begin to acquire the second language before puberty have a much better chance of speaking the second language like a native due to their ability to store new conceptual knowledge in both languages (Johnson & Newport, 1989).

? Activity 5: Pair - Share

Answer the following questions in pairs and share your answers with the whole class.

1. What is bilingualism?
2. What advantage(s) do adults or older learners have in learning a second language?
3. What advantage(s) do younger learners have in learning a second language?
4. What are the implications of Cummins' Model for designing instruction in L2?
5. How does L1 cognitive proficiency help the development of L2 proficiency?
6. Explain the Common Underlying Proficiency hypothesis and its implications for second language learning.

PROJECT WORK

Organize a two-page review of literature on the conceptualization of bilingualism and how the student's knowledge of the L1 can support acquisition of a second language.

SUMMARY

In this chapter, you have been introduced to second language (L2) acquisition and what the process looks like. Second language (L2) refers to any language acquired in addition to a person's first language (L1). In this regard the Prism Model of L1 and L2 acquisition was treated in detail. This model explains how social and cultural processes impact L1 and L2 language acquisition, cognitive development, and academic development. In the Cummins' Model, there are two levels of language acquisition: (1) BICS (Basic Interpersonal Communication Skills) and (2) CALP (Cognitive Academic Language Proficiency). BICS refers to social language skills that are understood and used in social contexts and CALP refers to the language understood and used in academic content areas.

This chapter also discussed how the process of L2 acquisition involves the transfer of skills from the L1. But not all skills of L1 are transferred to L2 positively. The positive, productive transfer is called **language facilitation,** whereas the non-productive transfer is **language interference.**

Overall, this chapter examines what learners and teachers need to know and to do in order for L2 learning to take place during their classroom interaction at primary school level. Some of these include: the learner's expectation of success, his/her confidence to take risks and to ask for help, the teacher's respect of and interest in the learner's language, etc. Furthermore, the concept bilingualism—the ability to use two languages at different levels, was discussed in relation to second language (L2) acquisition. In this regard, bilingual learners must learn their L2 accurately and appropriately.

Lastly, teachers working with L2 learners must consider the learners' linguistic, cultural and academic needs as well as the level of language proficiency in both L1 and L2.
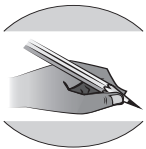
GROUP ASSIGNMENT (FOR 15 TO 30 DAYS)

Being in groups of 5, select 2 questions from the following and prepare a short report.

What are the implications of the Prism Model for the Teaching Speaking and Listening skills in the Primary Schools?

1. How can socio-cultural environment (instructional environment and home) impact a child's L1 and L2 acquisition?
2. Using different references, explain the differences and similarities between L1 and L2 acquisition processes.
3. Explain language proficiency in terms of surface and deeper levels of language skills.

REVIEW QUESTIONS

1. What is second language acquisition?
2. Elaborate the models of language acquisition discussed in this chapter by identifying the main points.
3. What is bilingualism? Write a short definition in your own words.
4. As MT teachers, why should we be aware of the stages of second language acquisition?
5. List and explain the five stages of second language acquisition.
6. What are the implications of the stages of L2 acquisition for mainstream/classroom instruction?
7. Analyze the parts of the Common Underlying Proficiency Hypothesis.
8. Discuss on the interdependency and difference of L1 and L2 language acquisition.

CHAPTER 2: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "√"checkmark on the spaces provided in the table indicating if you agree or if you disagree with the statements on the left. Make sure that you read again those sections that you marked as "disagree."

Statements	Agree	Disagree
1. I can explain the role of L1 in L2 language acquisition		
2. I can discuss the components of the Prism Model and their roles in L2 acquisition.		
3. I can state the instructional implications of the Cummins and PRISM models.		
4. I can identify specific instructional techniques used by teachers at each stage of second language acquisition.		
5. I can discuss the processes of second language acquisition.		
6. I can state the relationship between second language acquisition and bilingualism.		
7. I can list stages of L2 language acquisition.		
8. I can explain what Bilingualism means.		
9. I can analyze issues of socio-cultural aspects of language.		
10. I can design instructional activities to support a learner who has difficulties in acquiring second language.		

CHAPTER 3: PLANNING INSTRUCTION AND ASSESSMENT OF SPEAKING AND LISTENING SKILLS

Time allotted for this chapter: **6** *hours*

CONTENT OUTLINE:

3.1. Developing a Plan for Teaching Speaking and Listening Skills

    3.1.1. Fundamentals of Planning for Speaking and Listening Instruction for Students in Their First Language

    3.1.2. Fundamentals of Planning for Speaking and Listening Instruction for Students in Their Second Language

3.2. Instructional Approaches for Delivering Speaking and Listening Skills Lessons

    3.2.1. Delivering Speaking Skills lessons

    3.2.2. Delivering Listening Skills lessons

3.3. Assessment Techniques for Speaking and Listening Skills

3.4. Assessment Techniques for Speaking and Listening Skills for Second Language Learners

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INTRODUCTION

This chapter is mainly concerned with techniques for planning, instructing, and assessing speaking and listening skills in the classroom. It introduces how to plan different instructional activities for teaching speaking and listening skills for both first and second language learners. Listening is the language modality that is used most frequently. Language learners often don't recognize the level of effort that goes into developing listening skills. In the communicative approach to language teaching, this means modeling strategies and providing listening practice in real situations: those that learners are likely to encounter when they use language outside the classroom. In the communicative model of language teaching, teachers help their students develop the body of knowledge (correctness, appropriateness and coherence; Terrell, et al., 1992). They help their students develop their ability to produce grammatically correct, logical and appropriate sentences for specific contexts. This oral language foundation supports child's ability to listen and speak a language. Therefore, when planning and teaching listening and speaking skills lessons, there is a need to integrate the two skills of listening and speaking for similar contexts.

LEARNING OUTCOMES

At the end of the chapter, the student teachers will be able to:

- List different instructional techniques for planning and delivering speaking and listening lessons

- Use the instructional techniques in teaching speaking and listening in actual classroom situations
- Discuss how speaking and listening are related and inseparable as far as learning language is concerned
- Present a lesson that incorporates both speaking and listening skills
- Practice various techniques of assessing speaking and listening skills when teaching speaking and listening in different scenarios
- Prepare a lesson for teaching speaking and listening skills
- Use a classroom observation checklist to assess a student's level of speaking and listening skills

INSTRUCTIONAL MATERIALS

- Audio video materials
- Audio recorded materials (tape recorder)
- MT textbooks
- Other written materials relevant to teach speaking and listening

TEACHING AND LEARNING TECHNIQUES

- Speaking activities to develop communication skills
- Activities which combine speaking and listening skills
- Interactive lecture
- Task-based techniques
- Listening activities
- Interactive conversations
- Prediction using maps and/or pictures

ASSESSMENT TECHNIQUES

- Questioning
- Individual, pair, and group work
- Project work
- Class work and homework
- Quizzes and in-class exams
- Lesson demonstrations
- Classroom participation

3.1. DEVELOPING A PLAN FOR TEACHING SPEAKING AND LISTENING SKILLS

? Activity 1: BRAINSTORMING

1. What types of activities do you think you will plan for teaching listening and speaking lessons?
2. What strategies do effective listeners use to understand spoken information?
3. What challenges have you faced while listening?

Lesson planning is a critical element of effective instruction. So when teaching speaking and listening skills, lesson plans help teachers provide an effective learning experience for the students. The lesson plans should ensure that student time in classroom activities results in learning that will help students achieve their goals.

The lesson plan should start with appropriate and clearly written objectives (learning outcomes). The objectives should describe the destination (not the journey) that the students want to reach (Mc Mullin, 1992). According to Shrum and Glisan (1994), a lesson plan should be composed of stages such as: warm up (review the previous lesson), introduction of the current lesson, presentation of the current lesson, practice, and evaluation of how well the students understood the lesson.

Essentials of lesson planning

Set Lesson objectives

Lesson objectives (learning outcomes) are most useful stated in terms of what students will have done or accomplished at the end of the lesson. Stating objectives in this way allows both teacher and learners to know when the objectives have been reached. Limit the number of objectives to what can be learned in the time frame of the lesson.

To set lesson objectives, identify the following:

- a topic for the lesson
- specific linguistic content
- specific communication tasks to be completed by students
- specific learning strategies
- Specific statements for the linguistic content, communication tasks, and learning strategies that clearly state what the teacher will do and what the students will do during the lesson.

The Lesson Plan

A lesson plan is structured into five parts: preparation, presentation/modeling, practice, evaluation, and expansion. There are diverse activities that should be put in place for each of these parts. It is very useful that student teachers realize the primary school students will require modeling from the teacher, and as the lesson progresses the primary school students should get the opportunity to practice and demonstrate the expected learning outcome. Following is a summary of the purposes and major activities in the five parts.

- Preparation: This is the phase in which the teacher introduces to the students the expected learning outcomes (objectives) and corresponding activities of the lesson. The teacher should also stimulate students' prior knowledge and raise their motivation or interest towards the lesson. Asking students some background questions and allowing students to have a small discussion helps activate prior knowledge.

- Presentation or modeling (I Do): This part focuses on presenting the content of the lesson using related teaching strategies. It is useful to brief the students on the strategy to be employed for presenting the linguistic content. The teacher has to demonstrate the concepts and give opportunities for students to practice.

- Practice (We Do & some You Do): This part is intended to give opportunity for students to practice the expected learning outcomes with the teacher's support. The emphasis will be on students practicing the lesson contents and objectives and the teacher monitoring students'

performance and providing additional instruction as needed. Students should be given the opportunity to practice in groups. The teacher has to design learning experiences that promote maximum interaction among the students. The teacher also has to focus on the communicative proficiency of the students and not dwell much on error correction. This section is very critical for language proficiency, as the students need to have adequate time to rehearse and practice the behavior. (Attention should be paid during practice whether the students have understood the concepts and demonstrate reasonable degree of accuracy in their practice. If not, the teacher may need to model the activity again.)

- Evaluation and Feedback (You Do): The teacher then has whole group reflection and assessment. It is necessary to ask students to recap the lesson activities and the strategies they employed in practicing the lesson content or objectives. The students can also raise some questions. The students should be ready to demonstrate some level of their learning. The teacher assesses students' understanding of the lesson content and uses the information for further planning. Feedback should provide specific information on progress, items to be corrected, and praise.

- Expansion: It is useful to give students out-of-classroom activities so that what has been learned will be practiced in school or other day-to-day interactions. Expansion gives opportunity for further practice by the students in other contexts in order to ensure mastery of the skills.

3.1.1 FUNDAMENTALS OF PLANNING SPEAKING AND LISTENING INSTRUCTION FOR STUDENTS IN THEIR FIRST LANGUAGE

According to the Prism Model, students must receive instruction in a socio-cultural environment, which supports language growth. Teachers should provide a supportive classroom that fosters language growth through practice and feedback. Speaking and listening lessons should include a unified set of learning activities as well as time for students to practice the new skills and receive specific feedback from the teacher.

The more students use their speaking skills, the better speakers they will become. In a teacher's lesson plan, there should be opportunities for the students to speak. Some examples include (a) a calendar which students use to pronounce the day, month, year and any important information about that date, (b) morning routines where the students recite the morning message or poem, and (c) partner or "whisper reading." Other ways to build speaking skills are the use of questioning techniques such as using prompting and probing and asking open-ended questions which require the student to give more than a 'yes' or 'no' answer to a question, as well as the use of graphic organizers to organize the topics for discussion.

Providing students with many opportunities to listen and comprehend develops listening skills in L1. Listening skills can be developed by having the students listen while the teacher reads books and checks the students' comprehension, or by pairing the students and having them listen to each other and respond. It is important that the teacher makes sure students understand the importance of the listening activity and prepares a comprehension checklist to see who understood the message. It is also important to use materials, which are authentic (related to real life situations of the students) and relevant to the student. According to Underwood (1989), building background knowledge through radio, videos, books, and visuals about the information to be taught will heighten the interest of the students and thus make the listening experience more valuable.

The purpose of language instruction in L1 is the continual development of the student's primary language. Collier and Thomas (2002) found that students who have a solid foundation in their first

language can transfer language and literacy skills more easily to a second language. This builds on Cummins' Common Underlying Proficiency hypothesis that both languages use the same underlying skills, and strengthening literacy skills in L1 will support learning in L2. In order for effective listening and speaking skills to be developed, the student needs opportunities to listen and speak.

Modern ways of teaching listening skills include both interactive and multimedia activities (the presence of different kinds of content communication such as text, pictures, audio-visual materials such as listening to the radio, watching videos, using pictures and diagrams in presentations, etc.). Story retell, paraphrasing, listening story reconstruction, and story relays (where students take turns telling parts of the story in order) are some of the interactive activities the teacher may use in class. Teachers should be able to demonstrate how to use these interactive activities for teaching listening skills in the classrooms. The teacher may design small, focused listening activities in the form of microteaching. These activities can include getting the main idea from a listening story and summarizing main points from listening.

Chapter one presented the six stages of first language development, and speaking lessons should be designed around the stage of language acquisition the students are in. Speaking can first be practiced in groups, pairs, and then at the individual level. The students' background level of language proficiency, the nature of the content, and the content of teaching could be used as the beginning point for speaking lessons. According to Cummins' Common Underlying Proficiency hypothesis, strong speaking skills in L1 facilitate speaking skills in L2, so it is important for students to continue building their speaking skills throughout the primary grades.

Rather than teaching speaking and listening skills separately, these should be taught in an integrated way. Teaching language skills in a separate manner will not help students to effectively learn the language. To this end, planning speaking and listening lessons requires creating integrated plans. Using games, riddles, and puzzles can be very helpful.

When planning speaking and listening lessons, the teacher must also consider the stage of language development the students are in so that language activities are appropriate for the students' level of cognitive development. For instance, students aged 5-7 years are still in the Preoperational stage and will need instructional support to expand their sentences and use more complex words and sentence structures. On the other hand, students aged 7-11 years are in the Concrete Operational stage and are better able to use language to engage in classroom discussions, so they need instructional support to build more complex communication patterns and develop more logical and organized answers in their speaking and listening activities. Older students who have entered the Formal Operational stage exhibit adult-like speech, so these students need instructional support to develop their understanding of abstract concepts like *religion*, *government*, and *forgiveness*.

? **Activity 1: Pair Discussion**

1. Based on the review presented above, what are the three most important activities or considerations for you to plan during teaching speaking and listening? Explain your answers.
2. How will you plan instruction for students in different developmental levels (preoperational, concrete operational, formal operational)?

3.1.2 FUNDAMENTALS OF PLANNING SPEAKING AND LISTENING INSTRUCTION FOR STUDENTS IN THEIR SECOND LANGUAGE

According to Cummins' Common Underlying Proficiency hypothesis, L1 literacy transfers to L2 skills. In addition to continuing to build literacy skills in the L1, students require instruction that matches their language development in L2. Planning instruction for students who do not speak the language of instruction and planning for activities and instruction in the teaching-learning process is not a simple task. Consideration must be given for the amount BICS and CALP language skills the student possesses. When teachers plan a lesson that includes second language instruction, they have to consider additional issues.

The purpose of integrating second language instruction into the lesson plan is to foster students' progress in learning the target language skills in order to achieve fluency and accuracy in their communication. To develop students' L2 accuracy and fluency, teachers have to design a good plan that enables students to increase their language skills. Therefore, instruction should occur in the **Zone of Proximal Development** (Vygotsky, 1978), which is the distance between what a student can do without help and what he or she can do with help (i.e., what the students are capable of learning with support). Reading, writing, speaking and listening are the basic language skills that should be instructed in this way. In addition to these skills, teachers should also focus on grammar and vocabulary as the sub skills in second language learning.

Some instructional suggestions for second language teachers:

- Provide maximum opportunities for students to listen or speak the target language by providing a rich environment that contains collaborating work, authentic materials and tasks.

- Allow the student to use L1 knowledge and strategies for activities in the L2

- Try to involve each student in every speaking and listening activity; for this aim, practice different ways of student participation.

- Reduce the teacher's speaking time in class while increasing students' speaking time, step back and observe students.

- Indicate positive signs when commenting on students' responses.

- Ask eliciting questions such as "What do you mean? How did you reach on that conclusion?" in order to prompt students to speak and listen.

- Provide written feedback like "I liked efficient use of your voice, eye contact and choice of words during your presentation."

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his/her speech. Besides, don't give more emphasis to each and every word in listening rather than focus on understanding the whole idea. Model correct pronunciation at a later time.

- Involve speaking/listening 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 in 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 speaking/listening.

- Model appropriate speaking and listening skills.

In general, teaching in a classroom of both native speakers and second language learners requires a lot of effort on the side of the teachers to provide comprehensible instruction, and also a lot of effort on the side of the L2 students to understand the material. This is because L1 and L2 students do not have similar experiences and backgrounds in the language of instruction.

The native students can easily learn the desired language content in the classroom. In the contrary, students who learn the target language as the second language may have difficulty learning the content because they are still learning the language. Therefore, teachers should consider the stage of language acquisition of each student and assign activities based on the Cummins Model. For example, a student who is in early production or speech emergence stages of L2 acquisition and exhibits BICS language skills should be asked to complete activities that fall into the bottom half of Cummins' Model (i.e., low level of cognitive difficulty and varying levels of context). These activities should require very little academic language and may only use pictures or simple words. On the other hand, a student who had intermediate or advanced fluency in the L2 and has both BICS and some CALP language skills should be asked to complete activities that fall into the top half of Cummins' Model (i.e., higher level of cognitive difficulty with varying levels of context). These activities will require more academic vocabulary and can integrate pictures and text-free activities.

Teachers choose how cognitively challenging the activity should be based on the amount of information the students has learned in the given subject and the level of CALP the student has achieved. If the content is new, then contextualized activities that fall into the left half of Cummins' Model are appropriate; however, if the content is very familiar, the activity should fall into the right half of the Cummins' Model and be more challenging for the student.

Cognitively Demanding (CALP)
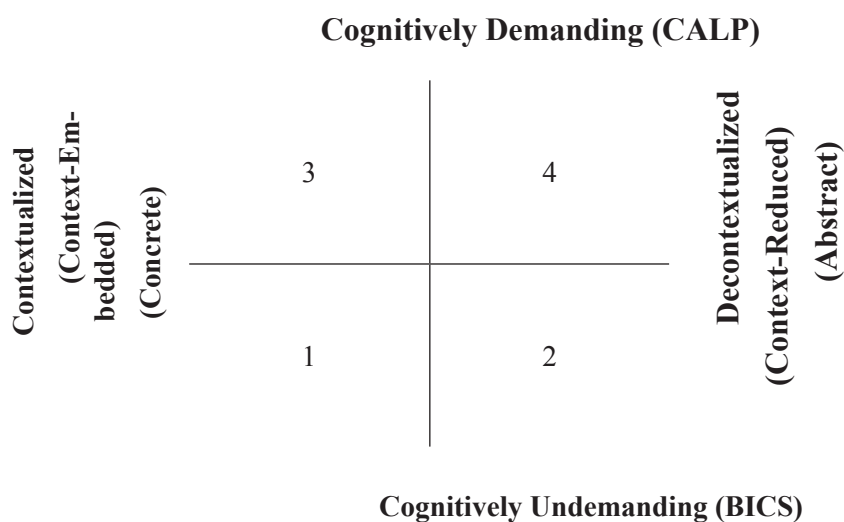
Figure 4 - Cummins' Model for Student Support

?   **Activity 3**

Look at the above Cummins' Model for Student Support again. Each of the activities below will fall into a quadrant.

1. Decide in which quadrant of this model each of the following questions fall. (Are they cognitively demanding, cognitively undemanding, contextualized or decontextualized?)

    a. Match these words with the appropriate pictures.

    b. What does the word 'morpheme' mean?

    c. Read the poem in your MT text book on page ---------- and discuss the theme.

    d. Match the sentences with the pictures.

    e. What is the woman doing in the picture?

    f. What is the general idea of the paragraph?

2. How did you decide which activities go into which quadrant? Provide additional examples of activities that fall into each quadrant.

3.2 INSTRUCTIONAL APPROACHES FOR DELIVERING SPEAKING AND LISTENING SKILLS LESSONS

Speaking and listening lessons have specific approaches that are used before the lesson, during the lesson and after the lesson. Activities for each of these stages prepare the student for the next stage.

3.2.1 DELIVERING SPEAKING LESSONS

Teaching a speaking lesson is a process that requires planning. Teaching speaking has three stages with each having its pattern and rules.

1. Pre-speaking Stage
2. While Speaking Stage
3. Post-speaking Stage

Pre-speaking Stage

Select a topic for speaking based on personal interest or required classroom content. These topics should be rich in information and contemporary (related to students' level, background knowledge and current state). It is during this time that the teacher helps the students understand what they are expected to do during the While Speaking stage. Students may spend time preparing a speech or poem to present to the class. If the While Speaking Stage is the oral presentation of a written assignment, students may spend the Pre-speaking stage preparing for that activity by gathering resources, brainstorming, and writing. Based on the learning objectives for the unit, the pre-speaking and while-speaking stages may take place on successive days

While Speaking Stage

This is a stage where students are expected to deal with the actual activities of the lesson. Often, this is the performance that the students have been preparing for.

The following are major activities that students do during the speaking stage.

- Address greetings to students and guests (audience)
- Introduce the point of discussion to the class
- Introduce the goal of speaking in short
- Inform listeners of the major points of the speech
- Maintain eye contact with all their audience
- Use visual aids properly whenever important and possible
- Make the speech attractive in terms of sound, posture, gesture and other body languages
- Thank listeners for their attention

Post speaking stage

This is the last stage of a speaking lesson and the following are main activities the students perform:

- Ask for listeners' opinions, suggestions, questions or recommendations
- List questions as they are asked and give answers accordingly
- Give concluding remarks and thank listeners again

3.2.2 DELIVERING LISTENING LESSONS

When teaching a listening lesson, teachers should keep in mind the stages of listening skills such as pre-listening, while listening and post-listening.

Pre-listening stage

Students should be effective listeners and able to predict what they are going to hear next when they listen to a story or to classroom direction (Harmer, 1991). The pre-listening stage helps students develop listening comprehension skills (Richards, 1983). During this time, the teacher prepares the students for the lesson by engaging them in activities such as predicting the topic of a story based on the title or illustrations, activating prior knowledge about the subject, or pre-teaching new vocabulary words they will hear.

While-listening stage

While-listening activities should directly relate to text and are used during or immediately after the time the students are listening. Keep writing to a minimum during listening. Give students a purpose for listening to something so that they pay attention to what they hear. If possible, do activities that the students will do in their everyday life, as listening activities are most effective when they are part of a task (Ur, 1984). Be sure the students understand the instruction of the task before listening begins and are able to devote all their attention to the listening task. Some activities for this section of the lesson include finding the main idea, topic and setting of a listening text or writing specific questions or thoughts they have about the listening text. These activities can also be paired with other students' while-speaking lessons so that one student is listening and asking questions and the other student is presenting information about a topic.

Post-listening stage

You can use the post listening activities to check comprehension, evaluate listening skills, evaluate use of listening strategies, and extend the knowledge gained to other contexts. The post-listening activity

may relate to the pre-listening activity, such as returning to the predictions to determine if they were correct. During this part of the lesson, teachers can help students build their speaking and listening skills by having the students paraphrase or summarize the listening text in their own words. Teachers can also encourage the students to discuss the listening text and reflect on what is said by other students before responding.

These enable teachers to observe whether the students understood the text and are applying appropriate listening skills.

?   **ACTIVITY 4: MODEL LESSON FOR DELIVERING ORAL SPEECH**

Use the given picture below. Allow students to use their oral language skills to explain what is happening in the picture.

1. Can you make a simple story based on a picture? Draw a series of pictures that you could use to get students to tell a story.
2. What are these people doing in the picture?
3. Who is the interviewer and the interviewee?
4. What is each of them holding and what are they talking about?

?   **ACTIVITY 5: SAMPLE TASK FOR LISTENING SKILL**

Instruction

In the first part, you will listen to a short passage. As you listen to it, answer the questions in your exercise book. Before you begin to listen, read the questions quickly.

Pre-listening exercise

1. Do you know any clever animals? _____
2. How can someone solve problems? _____

While-listening activity

Create a picture in your mind as you listen to the story. Try to picture as many details as possible in order to answer the questions.

A Clever Bird

Once up on a time there was a clever bird that lived in the desert. The bird was very thirsty, but there was no water around. The bird decided to fly to another place where water could be found. After sometime, the bird reached a place where it found a pot of water where it could stand on, but it could not reach water in the pot. Then, it dropped pieces of stone into the pot and the water rose up and the bird was able to drink.

(Adapted from Grade Five English textbook)

> **(During adaptation, use appropriate text from grade 5-8 MT textbook.)**
>
> *While-listening questions*
>
> Where did the bird live? _____
>
> What did the bird see when it flew to another place? _____ —
>
> What did the bird use the pieces of stone for? _____
>
> *Post-listening activity*
>
> What is the message of the story?
>
> When you face a problem, what do you do?
>
> **Note: During adaptation select a passage from the primary MT text**

3.3 ASSESSMENT TECHNIQUES FOR SPEAKING AND LISTENING SKILLS

Students should be assessed based on principles of continuous assessment techniques. Records of the results of students' performance in a number of these assessment activities should be documented by the teacher so that he or she can help students further improve in their listening and speaking skills. The results can also help identify effective ways to teach these skills for primary school students and document student growth over time. The assessment techniques may be in the form of individual or group oral and listening assessments such as interviews, dialogues, or filling out a form of listening comprehension.

Examples of assessment techniques that could be used for speaking and listening skill lessons in line with the primary syllabus (Ministry of Education, 2013) are:

a. **Total Physical response**: students respond individually to the question physically, for example, indicating whether they hear a particular sound by opening or closing a fist, putting up a finger, or other culturally appropriate gesture.

b. **Informal monitoring**: the teacher circulates throughout classroom and listens or watches the children as they practice the activity.

c. **Observations/Anecdotal Notes**: teacher writes notes after listening to student's response when completing a segmenting or blending activity, or any oral or listening activity.

d. **Turn and talk**: students turn and share their responses with one or two students nearby, such as their attempt to spell a word, matching sound and symbol, etc. The teacher circulates through the room to monitor students' interaction.

e. **Presentations**: students have an opportunity to demonstrate their understanding to the teacher, in small groups, or to the class by presenting information, a written theme, or a short speech, saying a poem with expression, or engaging in some other form of demonstration.

f. **Guided review**: Students respond to questions and share learning from the previous lesson such as reviewing taught words. Teacher uses this information to determine the direction of the current lesson.

g. **Systematic practice**: prescribed practice that is used to instruct and monitor student progress in classrooms.

Teacher Rating of Speaking and Listening Skills

In addition to the above assessment techniques, teachers can also use rating scales or criteria to assess students' speaking and listening skills.

A teacher needs to identify the students' differences in their language abilities in speaking and listening skills. To do this, a teacher may use holistic and/or analytic scoring criteria. A holistic evaluation criterion is based on general impression of the evaluator, where as an analytic criterion requires separation of the target skill into components.

A critical issue in assessment is the selection of the criteria for evaluating students' performance. Stiggins (1994) points out that the selection of these criteria should be one of the first steps in designing performance assessments. Students should understand ahead of time what is expected of them. It should be noted that to develop an evaluation criteria/scoring rubric a teacher is required to consider the expected competencies for the respective grade level. Below is an example that could be used to evaluate students' oral language skill:

At the end of the semester, students will be able to:

- *Listen to a story read aloud and retell the main idea and details* –This is an example of Grade1 mother tongue core competencies, related to fluency, oral language, speaking and comprehension.

Teachers could prepare a rating scale that can measure students' progress by adapting the following rubric - see Table 3).

Table   3- Evaluation Criteria for Speaking Skill

Student's Name:					
Components	**1**	**2**	**3**	**4**	**5**
Comprehension	Cannot understand simple conversation	Only understands conversational language spoken slowly	Can understand most conversations if the speech is slow & includes repetitions	Understands almost everything at normal speed, but may require some repetitions	Understands class conversations & discussions without difficulty
Fluency	Speech is halting & fragmentary, makes it extremely difficult to initiate a conversation	Usually silent or hesitant clue to language limitations	Often speech is interrupted while the student searches for the right word or expression	Generally fluent in class discussions, but may lapse sometimes into word searches	Fluent & effortless conversation

	1	2	3	4	5
Vocabulary	Very little vocabulary makes conversation nearly impossible	Limited vocabulary & often misuses words	Frequently uses incorrect words, and speech is limited by insufficient vocabulary	Sometimes uses inappropriate terms or must rephrase clue to limited vocabulary	Fully capable in using vocabulary & idioms
Pronunciation	Difficult to understand clue to sever pronunciation problems	Pronunciation problems make it necessary to repeat a great deal	Pronunciation problems cause listeners to have to listen closely; some mis-understandings	Always intelligible but may have heavy accent or inappropriate intonation patterns	Normal pronunciation & intonation
Grammar	Acute problems with grammar & syntax making speech nearly unintelligible	Grammar & syntax problems often force repetition or overreliance on simple or familiar patterns	Frequent errors with grammar & syntax that sometimes alter meanings	Sometimes makes grammar or syntax errors	Appropriate grammar & syntax

(Adapted from California State Department of Education)

Table 4 - Evaluation criteria for Listening skill

Student's Name:					
Components	**1**	**2**	**3**	**4**	**5**
Comprehension	Cannot understand simple conversation Unable to repeat what was heard	Only understands conversational language spoken slowly Needs information repeated	Can understand most conversations if the speech is slow & includes repetitions Can repeat what was said and retell story read aloud	understands almost everything at normal speed, but may require some repetitions can summarize passage read aloud	understands class conversations & discussions without difficulty can identify main ideas and details, makes inferences from what was read
Vocabulary	Very little vocabulary makes listening nearly impossible	Limited vocabulary & often misunderstands words	Frequently listens words incorrectly, and listening is limited by insufficient vocabulary	Sometimes listens terms incorrectly or needs repetition due to limited vocabulary	Fully capable in listening to vocabulary & idioms

Fluency	Needs information repeated	Needs no information repeated	Able to understand that of what was said but may not understand new vocabulary	Able to listen and answer write comments	Able to listen and respond in writing
(Adapted from California State Department of Education)					

Holistic Scoring System

A holistic evaluation criteria is based on general impression of the evaluator. Some examples of this type of scoring include: superior speaker, advanced speaker, intermediate speaker and novice speaker (Breiner-Sanders, Lowe, Miles, & Swender, 2000).

A superior speaker is a person who participates fully and effectively in conversations in formal and informal settings; provides a structured argument to explain and defend opinions; discusses topics concretely and abstractly, and maintains a high degree of linguistic accuracy.

An advanced speaker is a person who participates actively in conversations in most informal and some formal settings; narrates and describes in major time frames with good control of perspective; deals effectively with anticipated language complications through a variety of communicative devices, and sustains communication by using suitable accuracy and confidence.

An intermediate speaker is a person who participates in simple, direct conversations on generally predictable topics related to daily activities and personal environment; communicates personal meaning to listeners by combining language elements in discrete sentences and strings of sentences, and obtains and gives information by asking and answering questions (has limited communication skills).

A novice speaker is a person who responds to simple questions on the most common features of daily life; conveys minimal meaning to listeners experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombination of words and phrases, and satisfies a very limited number of immediate needs (has extremely limited communication skills).

3.4 ASSESSMENT TECHNIQUES FOR SPEAKING AND LISTENING SKILLS FOR SECOND LANGUAGE LEARNERS

While many of the assessment techniques used for L1 students are appropriate to use with some second language learners, it may be difficult to find assessments that measure the learning of students who do not speak the language of instruction. The child's native language may not have the same writing script, and there may be differences in the sounds, the way words are structured, the way words are organized in sentences, and the meaning of words. In addition, the student's culture may not match the culture of the school and community (e.g., the child is from a different religion, the child's family has different rituals, etc.). All of these can impact how well a student understands the text and what questions he or she asks (Salvia, Yesseldyke, & Bolt, 2009).

Several factors impact the time required for a student to have the language proficiency to complete assessments in the second language. Age is a factor, as younger children are still learning concepts in their first language as well as the concepts and words of the second language. The amount of time spent hearing and speaking the second language will also influence student's progress in learning to read and write in the second language. Finally, the similarity of orthography and sound units is a factor in the progress of learning and understanding the second language (Salvia, et al., 2009).

In chapter 2 we learned about Cummins' theory of the Common Underlying Proficiency for second language learners, which proposed that a child's native language skills support the acquisition of the same skills in the second language. This means that speaking and listening skills from the native language can be transferred to the L2. Therefore, teachers should allow the student to use his or her native language to facilitate learning in the L2. Teachers can take advantage of this phenomenon by allowing the students to use their L1 skills during assessment tasks. For example, the teacher can provide extra time for the student to answer questions (this is important because the student may be able to translate the question into the native language and then translate the response in the second language). If the student is unable to produce the L2 adequately, effective research-based practices include: the use of nonverbal tests (e.g. say a word in the second language and have the students point to the picture; tell a story and have the student sequence the story using pictures); allowing the student to speak in the native language and/or developing a test that measures the student's language skills using the native language; or, teachers can use an interpreter to help in assessing the child's skills in her/his native language.

Based on the assessment results, teachers can design instruction that is appropriate for the students' level of skills. Below is a sample lesson plan designed for students in grade 3.

Use the Following Worksheet to Plan A Lesson on a Specific Topic.

Sample Lesson Plan

(NOTE: use the guidelines found in 3.1)

Presentation

1. Teacher writes the title and some difficult/new terms on the chalk board; (e.g. malaria, influenza, outbreak, medication), and tells the students what the words mean.

2. The teacher instructs the students to listen for the names of the characters, details, and the events in the story.

3. The teacher reads the text three times (during the first reading, students just listen to get the general idea: during the second listening, students start answering questions; when the teacher reads for the last time, students take correction).

Text: Aster in the Clinic

There were a lot of sickness outbreaks in a village where Aster was living. Some of the outbreaks were influenza, malaria, and fever. One day, Aster was seriously sick. She consulted her friend about her sickness. Her friend advised her to go to a nearby clinic. Aster agreed with her friend's idea and went to the clinic. When she was examined, Aster learned she was infected with Malaria. Lastly, she took the medication recommended by the doctor and she began to recover from the illness.

(adapted from grade 3 Amharic MT textbook)

Practice

While-listening: Students are paying attention to what is being read. They are thinking about who the characters are and what is happening in the story. They are also answering the comprehension questions (the teacher may adjust these questions according to the language level of the student):

1. What kinds of outbreaks were happening?

2. Who did Aster talk to about her illness?

3. What advice did she receive?

Answers:

1. malaria, influenza, & fever
2. Her friend
3. To go to the clinic and receive medication

Evaluation

Post-listening*:* Teacher asks students to check the achievement of the objectives.

Example: Who are the characters in the story? What is the theme of the story? Please tell the story back to me. Tell me everything you remember.

Expansion

Example: What advice would you have for someone who is sick in your area? Write about a time when you were sick.

PROJECT WORK

1. Based on the given format, use the MT curriculum to prepare a lesson plan to teach your classmates. Give 15 minutes for the lesson based on teaching speaking and listening topic from one of the primary MT textbooks. Make sure you include all components of the Lesson Plan. See a copy of the above sample lesson plan to be used for planning.

2. Go to nearby elementary school (1-8) and look at the lesson format that the teachers are currently using. Then compare and contrast with the lesson format discussed in this module and reflect your observation to your class.

SUMMARY

The chapter has mainly discussed some instructional approaches for planning, instructing and assessing the speaking and listening skills. Teachers should provide a supportive environment that allows time for students to practice speaking and listening, and receive feedback. The more students use their speaking skills, the better speakers they will become. Lessons should be efficiently organized so that both listening and speaking skills are practiced in an integrated way. When planning lessons, the teacher must consider the students' levels of language and cognitive development to ensure appropriate activities are planned. The lesson plan model has five parts: Preparation, Presentation, Practice, Evaluation and Feedback, and Expansion. During Preparation, the teacher prepares students for the lesson by activating background knowledge and building interest in the subject matter. During Presentation the teacher models the skill which the students will learn. During Practice the students are given the opportunity to practice the new skill. During Evaluation and Feedback, the teacher provides specific feedback for improvement and evaluates the students' learning. During Expansion the teacher provides additional opportunities for the students to apply the new skill. The three stages in teaching listening and speaking (pre, while and post) are also included. Each of the three stages for speaking and listening lessons have specific activities to be performed by the students and the teacher, which can often be combined in order to integrate speaking and listening lessons. Assessment techniques (which are especially helpful when working with L2 learners) are total physical response, informal monitoring, observation, turn and talk, presentations, guided review and systematic practice. Additionally, rubrics have been included to evaluate both speaking and listening skills.

REVIEW QUESTIONS

1. Why is lesson planning a critical element of efficient instruction?

2. How many components does a lesson plan have? List and elaborate them.

3. Explain the purposes of the three stages of listening and speaking lessons.

4. What types of activities do students do in each of the listening/speaking stages?

5. If one of the three stages of listening or speaking is not included in a lesson, what is the impact on the student?

6. Distinguish the difference between holistic and analytic scoring criteria.

7. List some assessment techniques that could be used for speaking and listening skills.

CHAPTER 3: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "√"checkmark on the spaces provided in the table indicating if you agree if you disagree with the statements on the left. Make sure that you read again those sections that you marked as "disagree."

Statements	Agree	Disagree
1. I can identify instructional techniques for teaching listening and speaking skill lessons.		
2. I can use instructional techniques for teaching listening and speaking skills.		
3. I can plan speaking and listening instruction for students in their first language.		
4. I can deliver speaking and listening skills instruction properly.		
5. I can plan to teach lessons, which integrate speaking, and listening skills.		
6. I can apply assessment techniques for speaking and listening skills.		
7. I can use strategies in the lesson plan that will help second language learners.		
8. I can discuss the relationship and inseparability of listening and speaking when learning language.		
9. I can develop and use classroom observation checklist to assess student's level of listening and speaking skills.		

CHAPTER 4: TEACHING VOCABULARY

*Time allotted for this chapter: **4** hours*

CONTENT OUTLINE:

4.1. Oral Vocabulary

4.2. Principles that Support the Development of Oral Vocabulary

    4.2.1 Using both Explicit and Implicit Teaching

    4.2.2 Word Selection

    4.2.3 Building Word Meaning through Networks

    4.2.4 Repeated Exposure to Gain Vocabulary

4.3 Strategies to Teach Oral Vocabulary

    4.3.1 Listening, Repeating, and Naming Objects

    4.3.2 Using Drama to Teach Oral Vocabulary

    4.3.3 Using Daily Oral Vocabulary

4.4 Teaching Strategies that Support the Development of Academic Vocabulary

    4.4.1 Synonyms

    4.4.2 Antonyms

    4.4.3 Word families

    4.4.4 Multiple-meaning words

    4.4.5 Word part

    4.4.6 Graphic Organizers

    4.4.7 Word walls

    4.4.8 Concept maps

4.5 Developing Oral Language Skills for Second Language Learners

INTRODUCTION

This chapter focuses on how teachers can develop primary students' oral and academic vocabulary skills. The major sub-topics that are discussed under this chapter are: definition of oral vocabulary, strategies to teach oral vocabulary, principles that support the development of oral vocabulary, and teaching strategies that support the development of academic vocabulary. The last section discusses teaching methods and strategies that can be used to teach second language learners in the development of oral language skills.

▶▶| LEARNING OUTCOMES

By the end of this chapter, the student teachers will be able to:

- Define oral and academic vocabulary
- Select appropriate words for teaching oral and academic vocabulary
- Describe principles that support the development of oral and academic vocabulary
- Teach oral and academic vocabulary using various research-based teaching strategies
- Implement academic vocabulary teaching strategies that include using graphic organizers, concept maps, synonyms, antonyms, word families, and multiple meanings.
- Develop oral language activities for second language learners to support oral and academic vocabulary development.

INSTRUCTIONAL MATERIALS

- Flash cards
- Word pocket
- Flip chart
- Concept map
- Graphic Organizers

TEACHING AND LEARNING TECHNIQUES

- Using print materials to support identification of words
- Using different texts to practice listening, oral vocabulary, and speaking skills.
- Oral presentations
- Peer teaching
- Modeling of successful instructional principles
- Discussion

ASSESSMENT TECHNIQUES

- Question and answer
- Individual work, pair, and group discussion/reflection
- Project work, assignments
- Quizzes and in-class exams
- Lesson demonstration
- Classroom participation

4.1 ORAL VOCABULARY

ACTIVITY 1: BRAINSTORMING

In groups, discuss the following question:

1. Do you have good vocabulary skills? How do you know?
2. How do you develop your knowledge of vocabulary*?*

Oral vocabulary refers to the words used when communicating with other people through speech. When we talk about oral language development, we mean improving children's ability to orally communicate. Speech is not simply basic communication; it requires practice and training. To speak in more effective ways, constant practice is needed (Zhang, 1995).

Manyak (2010) developed a vocabulary instructional framework for language learners. In this framework, he included developing students' **word consciousness**. Stahl and Nagy (2006) define word consciousness as the interest in and awareness of words that should be part of vocabulary instruction. The more students can explore words and use them in sentences and in conversations, the greater number of academic words they will use.

Oral language is an extremely important aspect in the development of language and literacy skills, particularly for reading comprehension. When a student hears and uses the language, he or she learns how the mother tongue language works and begins to understand the meanings of words (Sofier, 1999). Although languages may sound different or be written differently, they have a similar set of foundational oral language skills. Early oral language skills are basic in a student's later reading success (Kadervaek, 2007). A student's vocabulary knowledge is important for reading and comprehending text (National Reading Panel, 2000). Rich oral language experiences lead to better knowledge of word meanings, which helps students be able to read individual words, sentences, and paragraphs (National Institute for Literacy, 2001).

4.2 PRINCIPLES THAT SUPPORT THE DEVELOPMENT OF ORAL VOCABULARY

Several principles support the development of oral vocabulary. One of the most important principles is the rate of teacher speech while modeling pronunciation of vocabulary words. Students need to hear and practice the pronunciation of words before they can be expected to use the words in a conversation or a classroom setting. The major principles are using both explicit and implicit teaching, word selection, building word meaning through networks, and repeated exposure to vocabulary (Neuman & Wright, 2014).

4.2.1 USING BOTH EXPLICIT AND IMPLICIT TEACHING

Explicit instruction means teaching something in a clear, easy way to understand. It is also the way of introducing the lesson clearly and openly, whereas implicit instruction is suggesting without directly expressing what is to be learned.

Children benefit from explicit instruction. For vocabulary instruction, this means that children who are given child-friendly definitions of words to be learned are more likely to remember them. The teacher might encourage children to listen for each of the unfamiliar words during the story reading and to raise their hands when they hear one (Neuman & Wright, 2014).

Prior to introducing vocabulary, a teacher must do three things: (1) Select appropriate vocabulary that will be the most useful to students both at the present and in the future; (2) Determine how each word's meaning will be conveyed to students; (3) Develop examples to illustrate each word (Archer & Hughes, 2001).

Implicit instruction is a more holistic style of teaching where vocabulary is taught through the use of vocabulary rich literature and a focus on the meanings of text rather than the meanings of individual words. This is a method of indirect, incidental learning where students guess the meanings of words using context clues in the passage (Shakouri & Khodareza, 2012). This top-down approach is typically used for students needing enrichment. Most students will need the support of explicit vocabulary instruction.

? **Activity 2**

Tell the meanings of the words written in bold based on the text. Then, read the story below.

Breaking a Promise

A lion and an antelope were friends many years ago. They **promised** not to deny each other and they started living together. One day the antelope went to ask a friend. When she returned from the friend's home, the lion **ignored** the promise and caught on the back. When the antelope tried to **escape** from the hands of the lion, the antelope **tore** the lion's stomach.

(Translated from Amharic grade 1 students' text P-135)

    a. promised _____   c. escape _____

    b. tore _____   d. ignored _____

Marriage Song

Marriage song is a type of oral literature **demonstrated** during marriage ceremony. This song is taking place in both the bride and the bridegrooms' parents' house. It indicates the **situation** prevailing at the moment. **Marriage** song can be divided in to different types. For example, in Oromia song takes place **reflecting** different cultural settings. (Translated from Afaan Oromo grade 6 students' text book page 62.)

    A. Demonstrated _____

    B. Situation _____

    C. Marriage _____

    D. Reflecting _____

USE APPROPRIATE MOTHER TONGUE CURRICULUM FOR GRADES 5-8 WHEN ADAPTING TO MOTHER TONGUE

Select a primary MT passage and identify 4 words that may be new to the students, are important to understand the story, and are words the student will use in the future.

4.2.2 WORD SELECTION

Teachers must carefully select the words that they plan to teach. Some have argued that words for vocabulary teaching should be selected from high-utility sophisticated words that are characteristic of written language (Neuman & Wright, 2014). Teachers can help students develop more words. Also, a

teacher can write a basic word on the board (e.g., *said*) and have students give as many related words as possible (*tell, state*).

As you select activities to teach, it is important to select oral language activities that support what is being taught in the primary grades MT textbooks and will expand students' language skills. Teachers should focus on Tier 2 words (see TMT 222 for more information on teaching Tier 2 words).

4.2.3 BUILDING WORD MEANING THROUGH NETWORKS

Children learn best when words are presented in integrated contexts that make sense to them. A set of words connected to a category can help children remember not only the words themselves, but also the linkages in meaning between them (Neuman & Wright, 2014).

The network of concepts and the facts accompanying these words help comprehension. For example, teaching words in categories, such as "healthy foods" (e.g., fruit, vegetable, protein, carbohydrate) and "human body parts" (e.g., abdomen, lungs, heart, and brain) helps students see the connection and remember the words (Neuman & Wright, 2014).
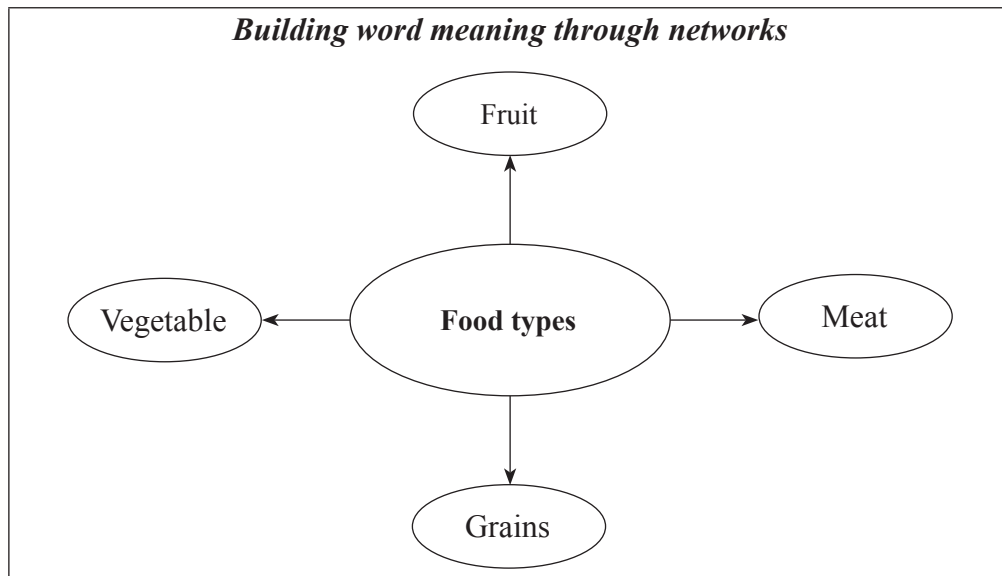
Figure 5 - Building word meaning for "food types" through networks
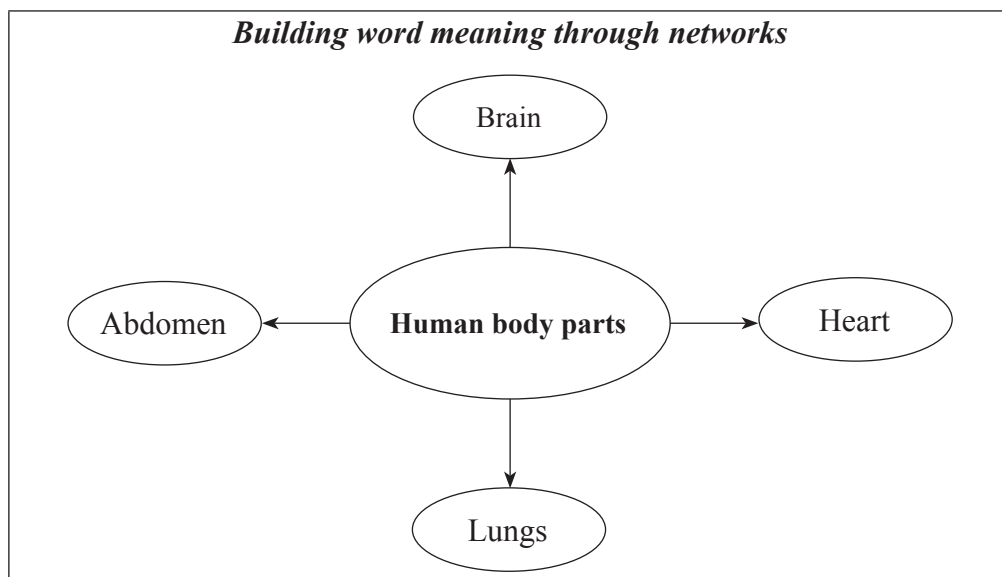
Figure 6 - Building word meaning for 'human body parts' through networks

Additional activities include encouraging children to look at two picture cards with words on them and make inferences about how these words work together. This activity helps students compare concepts.

4.2.4 REPEATED EXPOSURE TO GAIN VOCABULARY

Children are most likely to learn the words they hear the most. Strategies such as repeated reading have been effective in helping the children acquire new words. In addition, children may benefit from rich explanations of newly encountered words. Rich explanations include as much information as possible about the new word, such as a definition, synonyms, illustrations, and using the words in other contexts. These explanations can also give students further opportunities to repeat new words, which provide children with additional exposures. Further, children may continue to benefit from additional exposures to a word and its meaning even if they already seem to understand the word (Neuman & Wright, 2014).

? **Activity 3**

Answer the following questions individually, justify your answers, and share with your friend.

1. Describe the principles of teaching oral vocabulary.

2. How do you teach oral vocabulary for the children with the principle of building word meaning through networks? Support your explanation with an example.

3. Which of oral vocabulary development strategies are most preferable for the lower grades? Why? Which are most preferable for upper grades? Why? Justify your answer with model examples.

4.3 STRATEGIES TO TEACH ORAL VOCABULARY

Many of the strategies that you will learn in this topic will support developing oral vocabulary. The strategies are listening and naming objects in the classroom, using drama to teach vocabulary, and teaching daily oral vocabulary. These strategies provide opportunities for the students to talk with other students and encourage higher levels of thinking through questioning. Students explain the meaning of words, including content area words, and share their views and opinions, including supporting evidence. Moreover, oral vocabulary teaching strategies motivate students when they are able to ask/answer questions, restate and elaborate the answer, and provide encouragement to one another. The strategies also support building on prior knowledge about the topic.

? **ACTIVITY 4: PAIR DISCUSSION**

What can teachers and parents do to help children develop their oral vocabulary?

4.3.1. LISTENING, REPEATING, AND NAMING OBJECTS

The strategies used to teach oral vocabulary include word knowledge development by learning groups of related words, and then explaining why the words were grouped as they were. In this strategy, a teacher says words (classroom objects) and then students listen and say these words after their teacher,

---

and identify the object in the classroom. This strategy is important in children's early vocabulary development.

List of objects:

table	chair	duster	blackboard	exercise book	pen
pencil	bag	eraser	book		
(Taken from grade 1 MT textbook: syllabus)					
Use the primary MT textbook					

Example: Listening, repeating, and naming classroom objects: *blackboard, bag,* and *pencil* (From Amharic grade 1 teacher's guide). Now I read the words below; then listen and say them. Finally, draw a picture that represents the word.

T: Now I do. This is a blackboard (pointing to the blackboard)

T: This is a bag (pointing to the bag)

T: This is a pencil (pointing to the pencil)

T: Now we do together

T: This is a blackboard. Say the sentence

T and S: This is a blackboard

T: This is a bag. Say the sentence

T and S: This is a bag

T: This is a pencil. Say the sentence

T and S: This is a pencil

T: Now I will tell you the name of an object and you will say the sentence

T: a blackboard. Say a sentence with blackboard

S: This is a blackboard.

T: a bag. Say a sentence with bag

S: This is a bag.

T: a pencil. Say a sentence with pencil

S: This is a pencil.

Pencil   Chalkboard   Box
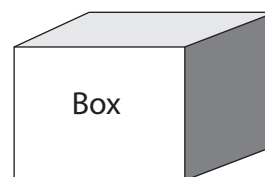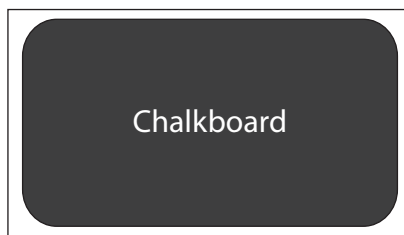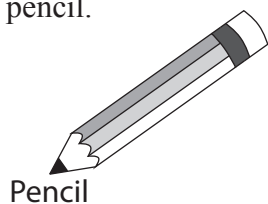
Example: **listening, repeating and naming objects**

THE SECOND EXAMPLE SHOULD BE FROM GRADES 5-8 FROM THE MT TEXTBOOK

> **?** **Activity 5**
>
> **In groups of three, practice listening, repeating and naming objects by using words given bellow.**
>
> **Goat   chair   bottle   shoes   house   pen   cup**

4.3.2 USING DRAMA TO TEACH ORAL VOCABULARY

Using drama is a strategy where the students choose a word from a bag, act it out, and then the students discuss the word meaning and they think of other words which are related to it.

> **?** **Activity 6**
>
> Discuss the activity below in a small group and demonstrate in a classroom.
>
> • Select five words from a lesson in the primary mother tongue textbook and demonstrate how to teach the words using drama.
>
> *Example:* There are three words in the bag. The word *happy* is selected from the bag. The student acts it out, discusses its meaning with other students in his/her group, and then the group of students think of other words which are related to the word *happy*.
>
> *Table 5: Words in the bag*
>
> **Kind**   **Happy**   **Smart**
>
> Words from the grades 5-8 curriculum include:
>
> **Disturb**   **Borrow**   **Health**

4.3.3 DAILY ORAL VOCABULARY

Daily Oral Vocabulary is a strategy implemented to get students using new vocabulary words. These activities can include dialogue practice, word discussions, practice saying complete sentences using assigned daily words, recitation of poetry or calendar information, etc. Daily Oral Vocabulary can also give students the opportunity to draw a picture representing a word or phrase and discuss their picture or graph with other students or the class (Blachowicz & Fisher, 2000).

Example: Listening and completing sentences.

Aster was given six pens. Teacher asked, "How many pens do you have?"

Aster: six

Teacher: Tell me in a whole sentence

Aster: I have six pen.

Teacher: remember to add-'s'

Aster: I have six pens.

Teacher removes one of the pens and puts it in the bag.

Teacher: Where is one of your pens?

Aster: It is in the bag.

Teacher: Yes it is in the bag. How many pens do you have now?

Aster: I have five pens.

? **ACTIVITY 7: Listening and completing sentences.**

Practice the following words in groups of five and present to the whole class. Select one of the given classroom objects in the table below and prepare a model lesson as you practiced in the above example. Use complete sentences and proper grammar.

Bench	Book
Table	Duster
Chalk	Chair

DURING ADAPTATION, INCLUDE AN EXAMPLE FROM GRADES 5-8 MT CURRICULUM

? **ACTIVITY 8**

Answer the following question in pairs and then share to the whole class:

What activities can be used to improve students' oral vocabulary? How do these activities help students build vocabulary knowledge?

4.4 TEACHING STRATEGIES THAT SUPPORT THE DEVELOPMENT OF ACADEMIC VOCABULARY

Academic vocabulary is defined as words that are not used in everyday conversations; they are words used in schools. This type of vocabulary is used to explain concepts, and is most often found in academic texts. Academic vocabulary is the language used in textbooks, classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken language of social interactions. Many students

who fluently speak the mother tongue may have trouble comprehending the academic vocabulary used in classroom. Low academic vocabulary skills have been shown to be associated with low academic performance in a variety of educational settings. The main barrier to students' comprehension of texts and lectures is low academic vocabulary knowledge. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline (Archer & Hughes, 2011).

? **ACTIVITY 9**

Discuss in small groups

As trainees, how can you help students develop academic vocabulary? Use your own experiences to answer the question.

Blachowicz and Fisher (2000) developed four main principles that should guide academic language instruction. First, students should be active in ways that develop their understanding of words. This can include word sorts, concept maps, or graphic organizers. These activities are discussed in TMT 222 (Teaching Reading and Writing in Primary School). Second, students should personalize their way of learning new academic vocabulary words. Some prefer to use a personal dictionary while others prefer to make a booklet of words they are not yet sure they know and understand. A third principle is immersion in rich language environments that focus on words the students need to know and understand. Teachers can use word walls to help students gain vocabulary. The last principle is using multiple resources and activities to support the learning of needed academic vocabulary. These resources and activities should be available for the student to have repeated exposure to the words.

4.4.1 SYNONYMS (WORDS THAT HAVE SIMILAR MEANINGS)

Synonyms are the words that are very close in meaning. You can have students generate a list of synonyms drawn from their personal lexicon (the words they know), use the dictionary, or provide a list of words. When you are asking students to say words that are synonyms, have them limit their choices to familiar words that they have heard and used rather than listing all entries in a word list. For example, when looking for synonyms for *genuine,* a possible word is *honest*. The class then discusses the slight difference between *genuine* and *honest*.

Example: conserve/save, educate/teach, complete/finish

Select a primary MT passage and identify four (4) academic words that are synonymous in meaning.

4.4.2 ANTONYMS (WORDS THAT HAVE OPPOSITE MEANINGS)

An antonym shares all but one feature with the target word being taught, but is the opposite of the target word in that one feature. For example, *affluent* (target word) and *poor* (antonym) both refer to the amount of money one has, but *affluent* means having a good deal of money and *poor* means having very little money. Similarly, *reluctant* (target word) and *eager* (antonym) both refer to a manner of approaching a task, but *reluctant* indicates no enthusiasm and the *eager* indicates much enthusiasm (Neuman & Wright, 2014).

When you present an antonym to students, it needs to be a word that they know, otherwise the antonym will confuse rather than clarify. For example, when you are teaching *optional*, the antonym *required* is likely to be more helpful than *compulsory* or *mandatory*, which are words that are probably unknown to the students learning *optional*. Similarly, when you ask students to generate antonyms, the words should be familiar (words they have heard, read, spoken, and written).

Example: preview, review   create, destroy   conserve, waste

During adaptation, select a primary MT passage and identify four (4) academic words as well as the words that are opposite in meaning. CHOOSE WORDS FROM THE GRADES 5-8 PRIMARY MT CURRICULUM

Project work: Group Work

Prepare a micro-lesson about words with either synonyms or antonyms and present to the class.

4.4.3. WORD FAMILIES

Neuman & Wright (2014) suggest expanding instruction beyond the target word to members of the so-called "word family," or words that are related morphologically and semantically (e.g., the word family for *stable* includes *unstable, stabilize, stabilized, stabilization, stability, and instability).*
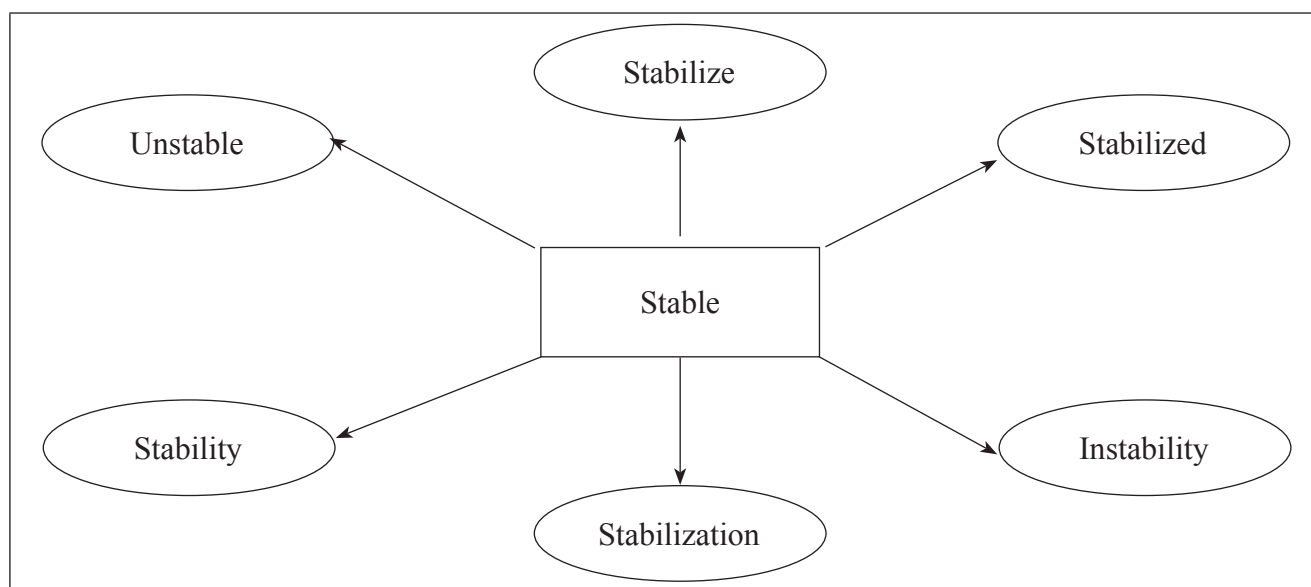
Figure 7 - Word family for the word "stable"

During adaptation provide an example from your MT

4.4.4. MULTIPLE MEANINGS

Many high-frequency words have multiple meanings. Multiple-meaning words are likely to cause special difficulty when the meaning used in conversational language differs from a more specialized use in a content area.

For example, a misunderstanding is likely to occur when students in a music class are thinking of a baseball *pitch*, rather than the degree of highness or lowness of a musical *pitch;* when students in chemistry class are thinking of a *solution* to a problem, rather than a liquid *solution* in which a solid substance is dissolved; or when students responding to an item on a state test are thinking of *concrete* composed of cement, rocks, and water, rather than *concrete* evidence.

<div style="border:1px solid">

?   **ACTIVITY 10: PAIR WORKS**

Find words that have multiple meanings and create sentences that express their multiple meanings.

Example: patient, state, can, etc.

BE SURE THIS ACTIVITY INCLUDES WORDS FROM GRADES 5-8 MT CURRICULUM

Make your own sentences by using the following words to express their multiple meanings.

Example: ***Bank***   ***Book***   ***Dear***   ***Fly***   ***Run***

</div>

4.4.5 WORD PARTS (MORPHEMES)

When you introduce a word part (a prefix, suffix, or root) in the target word, you can also introduce other words with same word part. Like the use of word families, this is a way to extend students' vocabulary and help them generalize their knowledge to other words.

Example of Word parts with prefixes
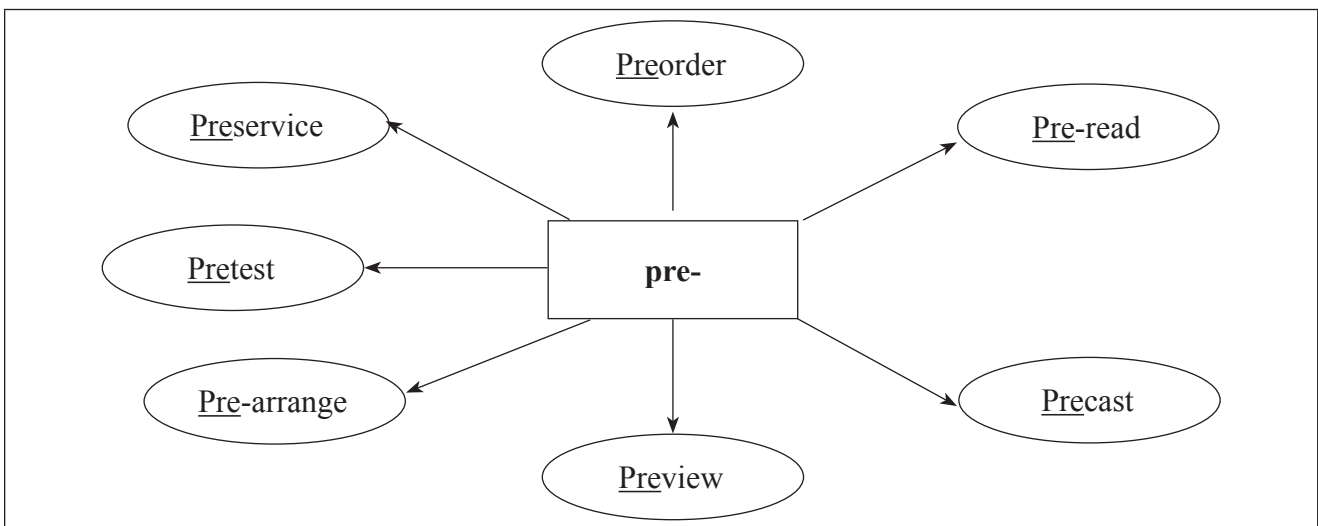
Figure 8 - Word parts with prefix 'pre-'

Example of Word parts with suffixes
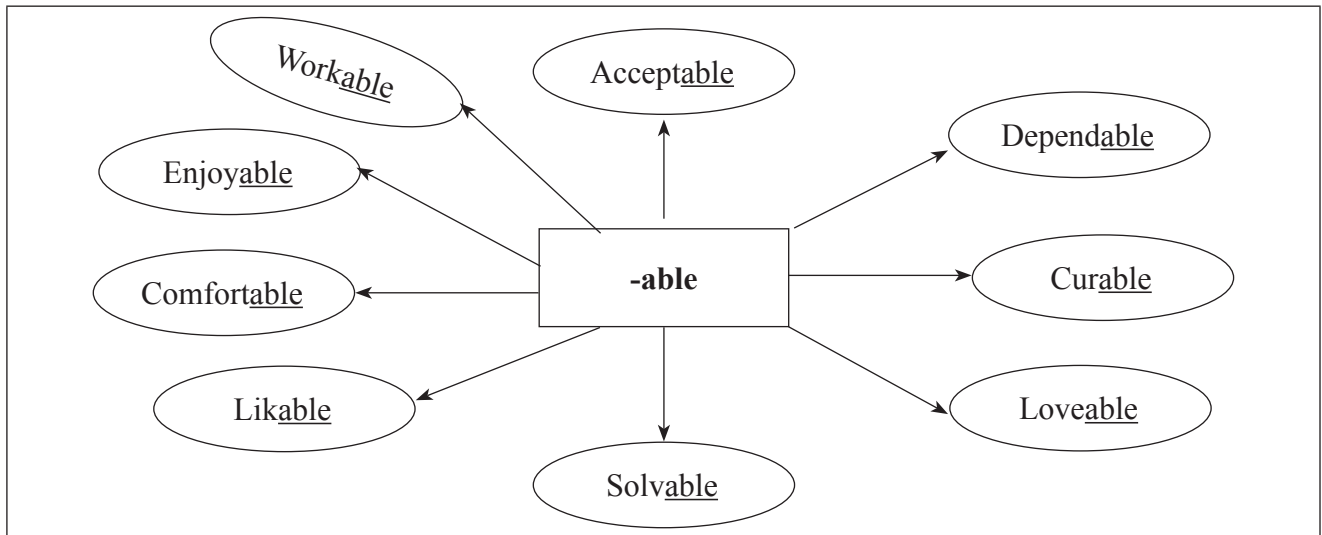
Figure 9 - Word parts with suffix '-able'

4.4.6 GRAPHIC ORGANIZER

Graphic organizers are powerful visual representations that help students organize and remember critical information. A teacher can use graphic organizers to introduce major concepts and have students make a record of the information presented by the teacher or generated by the students. One of the most popular types of graphic organizers, word maps, can be used at any grade level (Stahl & Kapraus, 1991).

The sample graphic organizer below has several parts. The new vocabulary word is in the center of the model (precipitation). Above the word is a specific explanation of what it is (water). Below the word is an explanation of what it is like (condensation of moisture, falls to the ground). On the left side are specific examples of water that are forms of precipitation (rain, snow, hail). On the right side are non-examples, which are specific examples of water that are *not* forms of precipitation (water in a glass, ice in the freezer, water in the river). This method allows students to see several forms of water and compare what is different (i.e., all of the examples on the left side are forms of water that fall from the say and the non-examples on the right are forms of water that do not fall from the sky).
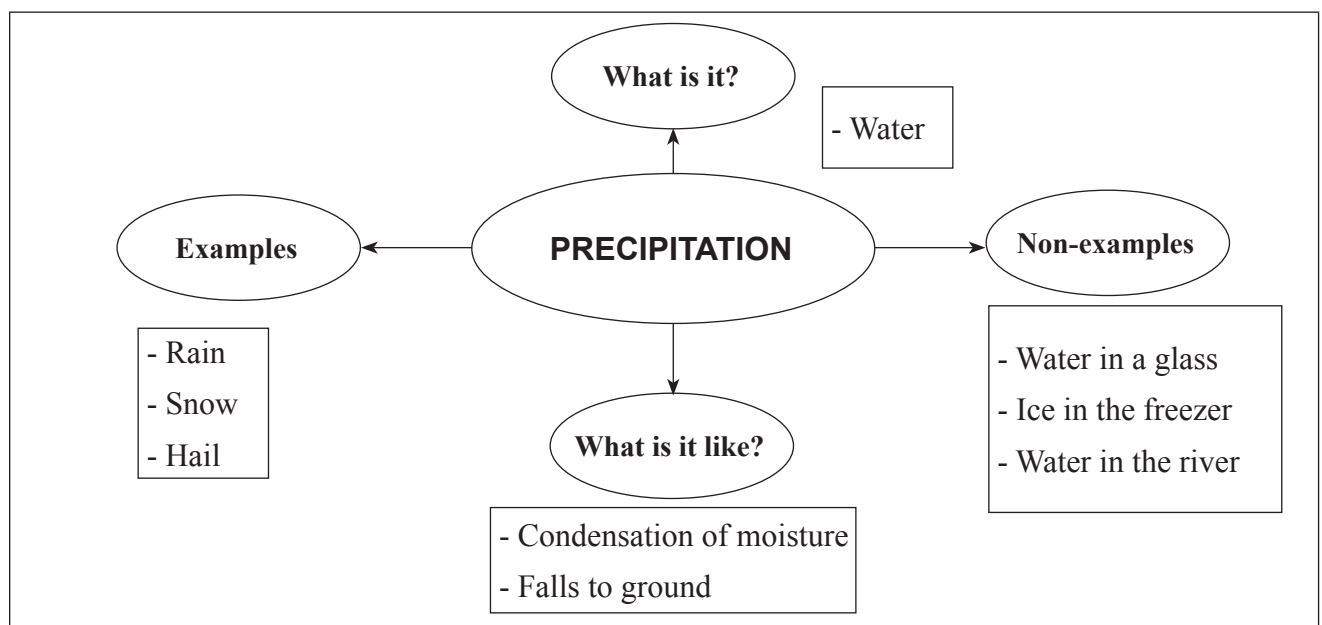
Figure 10 - Example of graphic organizer

4.4.7. WORD WALLS

In addition to having students keep vocabulary logs, teachers can post vocabulary words in the classroom. The benefits of this practice include (1) allowing the teacher opportunities to provide quick review (2) keeping the words visible as a reminder and (3) making words available for students to integrate into discussions and writing.

Words should be displayed by subject rather than alphabetically, with some reminder of the context and domain. For example, a teacher might post a copy of a book's cover coupled with related vocabulary terms on a bulletin board labeled "Read-Aloud," or the major concepts and related vocabulary words.

Calamities		
Natural	**Man-made**	**Pollution**
Earthquake	Fire	Water
Flood	Car accident	Sound
Thunder	War	Environment

Figure 11 - Word Walls

4.4.8 CONCEPT MAPS

Concept maps, also referred to as a *mind maps*, are visual diagrams that show the relationships among concepts and convey even complex information at a glance. The concepts themselves are enclosed in circles, boxes, or other shapes, and the relationships between concepts are indicated with connecting lines or arrows that indicate the type of relationship and linking words that label the relationship (*e.g., like, products, examples, including*).
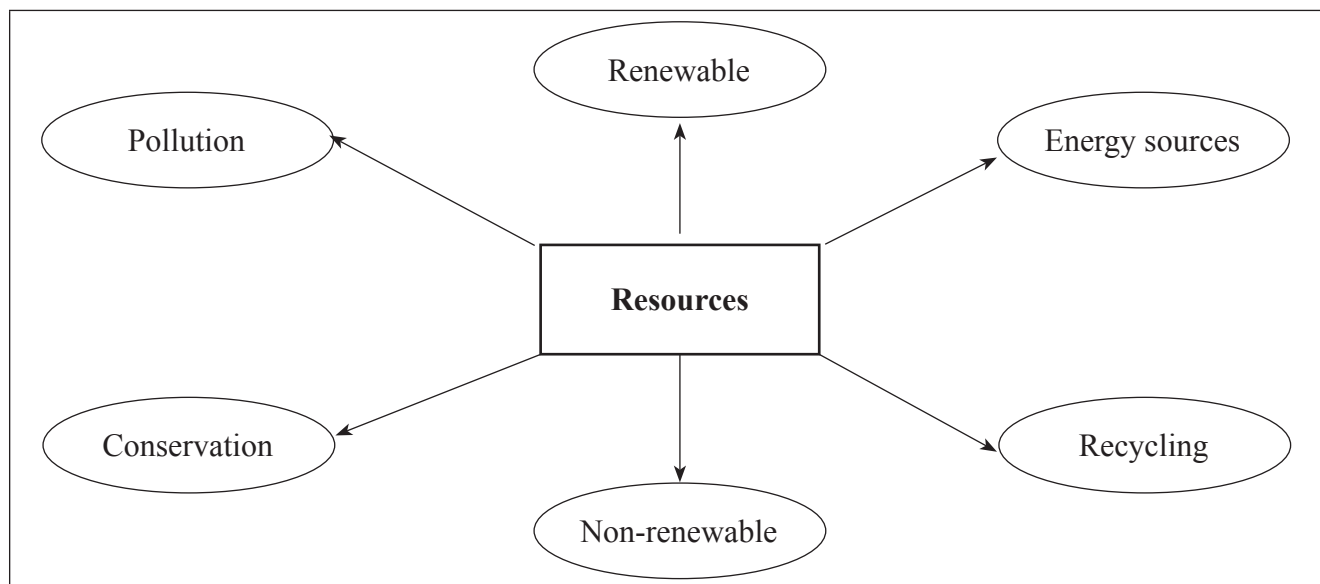
Figure 12- Concept Map

Teachers can prepare concept maps to introduce or review critical concepts. Learners can also generate concept maps individually, or with classmates, once they have had considerable experience in "reading" teacher-created concept maps. Learner constructed concept maps can be used to (1) assess students' understanding of the content, and (2) summarize what has been taught or read.

```
                              Animals
                                 |
                  ┌──────────────┴──────────────┐
                  ↓                              ↓
             Wild                           Domestic
            animals                          animals
                |                               |
      ┌─────────┼─────────┐         ┌───────────┼───────────┐
      ↓         ↓         ↓         ↓           ↓           ↓
     Pig    Elephant    Tiger      Hen         Cow          Ox
      ↓         ↓         ↓         ↓           ↓           ↓
    Meat      Teeth      Skin      Egg         Milk        Horn
```
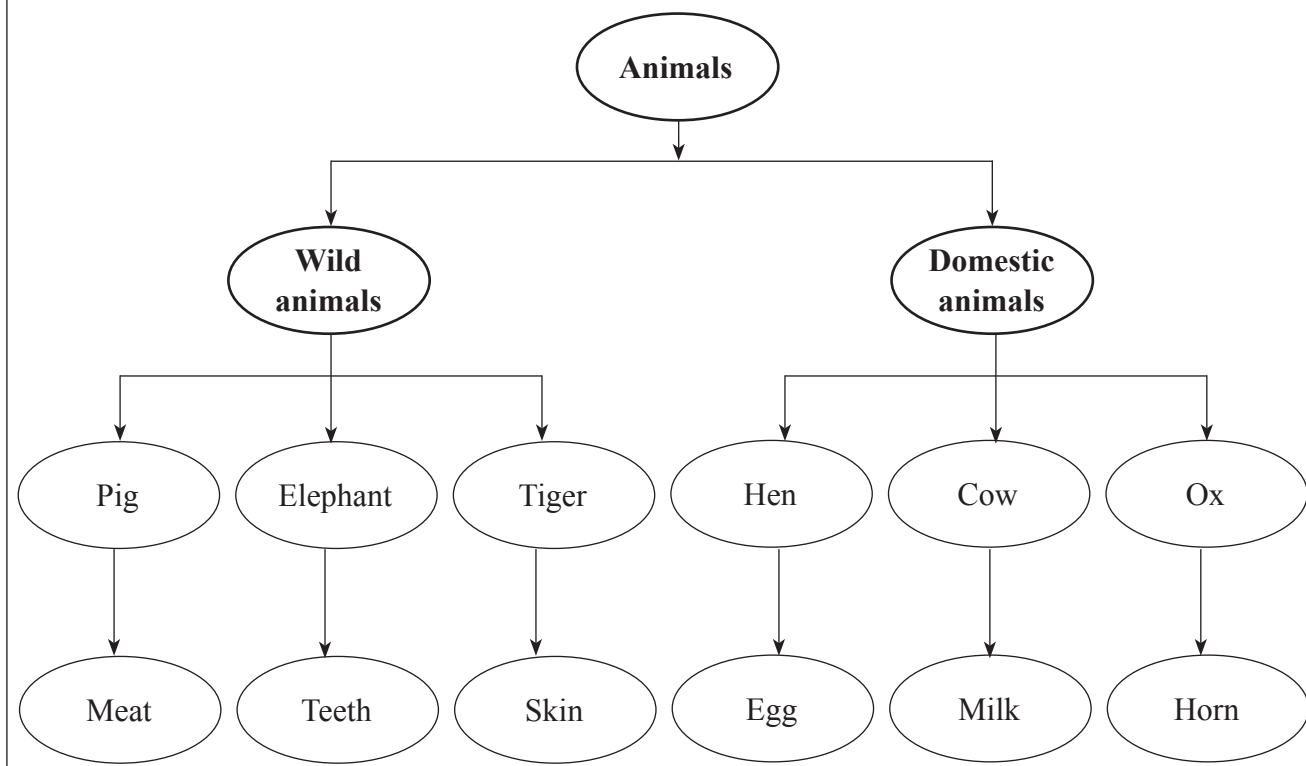
Figure 13- Concept Map: Arrows Indicate the Relationship Including Examples and Products

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? **Activity 11**

Answer the following questions in pairs and share them with your class:

1. Discuss each of the strategies that support the development of academic vocabulary.
2. Select your own academic word and draw a graphic organizer to show how you practice academic vocabulary development strategies.
3. Which of the academic vocabulary development strategies do you think are preferable for the lower grades, upper grades? Why? Justify your answer with model examples.

PROJECT WORK:

Consider the word *"transportation"*. Use a concept map and link words that are related, and then label the relationship. Report your work to the class.

4.5 DEVELOPING ORAL LANGUAGE SKILLS FOR SECOND LANGUAGE LEARNERS

Learning to speak a language is an interactive process; this is especially true for L2 learners. Students whose primary language is not the language of instruction need repeated exposure to words and opportunities to use the new words. Second language learners will need to practice both everyday common words (BICS) and academic words (CALP). Academic words include the words used for instruction (e.g., oral directions) and content area words (e.g., *life cycle*). These students will need to practice saying these words and using these words in oral discussions. They will also need feedback from the teacher. Teachers need to plan for and provide structured classroom activities (e.g., repeat what was read, tell about oneself) that support the student speaking in the language of instruction (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). The activities also need to be connected to what has been read and written. For all students, the development of oral language should be a part of classroom instruction and activities from grade 1 through secondary school.

For L2 learners, it may be a challenge to speak in the classroom, read out loud, and/or make a presentation. However, development of oral language skills in the L2 is important for language and literacy (both oral and written) skills to develop. When students first enter a classroom where their native language is not used, they will need to learn key phrases (be quiet, draw a picture) and expressions (I need help, I feel sick) in order to be able to communicate with their teacher and classmates (Colorin & Colorado, 2011). These basic vocabulary words are necessary for BICS to develop. Once students are able to communicate their basic needs, the students can begin building their CALP vocabulary.

Teachers can support L2 learners in using oral language through:

- Speaking loud enough so all students can hear, and saying the sounds/words clearly when teaching speech sounds and saying words.

- Providing the information in shorter sentences and accepting oral responses based on students' level of L2 language development (e.g., moving from one word answers, to short sentences, to longer responses - refer to the chart in chapter 2)

- Reading aloud and allowing L2 students to engage in shared reading (can be used throughout all grades), as these teaching strategies provide a model of accurate language use and expression. These activities help scaffold learning the second language and provide an opportunity for open discussions.

- Peer-led discussions and conversations. Researchers have found that peer-led discussions improve language development for the L2 learner (Francis et al., 2006)

- Implementing structured talk activities that include open ended questions and questions that have more than one answer. Using structured talk can also give the teacher information about the student's progress in learning the second language.

- Language prompts that provide sentence starters (e.g., I think that…..)

- The opportunity for oral rehearsal with a partner, which provides a chance for the student to practice an oral presentation with a peer before speaking to the class

- Collaborative group activities where the student has opportunities to work with and hear peers in informal interactions completing an assignment

- Role play that allows students to not only use oral language but to also act out the situation. This works best when students are given situations that the students will encounter in life (e.g. making a new friend, telling about themselves, etc.).

- Providing support in learning vocabulary through acting out the meaning of the word, showing a picture of the object being described, showing the actual object (realia), and/or showing the word in the student's first language

- Providing hands-on and manipulative activities

- Combining non-verbal with verbal cues (pointing as speaking, holding up hand when saying stop)

- Use of a combination of these methods that will support the student as she/he learns the second language (Colorin & Colorado, 2011; Francis, et al., 2006).

? **ACTIVITY 12: GROUP WORK**

Find grade 5-8 textbooks and select words from a lesson. Then use teaching principle of *building word meaning through networks* to teach oral vocabulary. Design a micro teaching lesson plan that includes accommodations for L2 learners and demonstrate to the class.

SUMMARY

Oral vocabulary refers to the words a person uses when communicating or writing. Principles of vocabulary instruction include explicit and implicit instruction, word selection, building word meaning through networks, and repeated exposure to increase vocabulary. These principles can be used to support overall oral vocabulary development. Academic vocabulary refers to the words used in classrooms and textbooks. Some strategies to teach academic vocabulary include teaching synonyms, antonyms, word families, words with multiple-meanings, word parts, graphic organizers, word walls, and concept maps. Finally, strategies that support second language learners in the development of oral language skills include providing essential model examples, diagrams, activities, and self-assessment questions that can enhance students' vocabulary development.

REVIEW QUESTIONS

Read the following Questions/Statements carefully and answer them accordingly.

1. Define 'oral vocabulary' and 'academic vocabulary'.

2. List and explain the principles for teaching vocabulary.

3. List and explain the strategies for teaching oral and academic vocabulary.

4. Practice in groups of three on how to teach words using their synonyms.

5. Compare and contrast explicit and implicit instruction in terms of teaching vocabulary.

6. Design a lesson using antonyms as a strategy to teach vocabulary.

7. Illustrate a concept map using a 'word family' to teach academic vocabulary.

8. State the significance of oral vocabulary in learning academic vocabulary.

CHAPTER 4: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "✓"checkmark on the spaces provided in the table to indicate if you agree or if you disagree with the statements on the left. Make sure that you read again those sections that you marked as "disagree."

Statements	Agree	Disagree
1. I can define oral and academic vocabulary.		
2. I can select appropriate words for teaching oral and academic vocabulary.		
3. I can describe principles that support the development of oral and academic vocabulary.		
4. I can teach oral and academic vocabulary using various research-based teaching strategies.		
5. I can implement academic vocabulary teaching strategies that include using graphic organizers, concept maps, synonyms, antonyms, word families, and multiple meanings.		
6. I can develop activities for second language learners to support oral and academic vocabulary development.		

CHAPTER 5: TEACHING LISTENING SKILLS

Time allotted for this chapter: 12 hours

CONTENT OUTLINE:

5.1. Defining Listening

5.2. Role of Listening in Language Acquisition

5.3. Expected Listening Competencies in Primary MT Materials

    5.3.1. Expected Listening Competencies in Primary Grades 1-4

    5.3.2. Expected Listening Competencies in Primary Grades 5-8

5.4. Strategies for Teaching Listening Skills

    5.4.1. Pre-listing

    5.4.2. While-listening

    5.4.3. Post-listening

5.5. Teaching Listening Skills to Second Language Learners

INTRODUCTION

Listening is one of the most basic language skills that should be given attention in the language teaching-learning process. This chapter is organized to develop student-teachers' understanding and competence in using strategies and techniques to teach listening skills. The first two sections deals with listening skill and its role in language acquisition. The third section deals with expected listening competencies in 1-8 primary materials. The next section discusses the strategies of teaching listening. The last section discusses teaching listening skills to second language learners. In order to make the contents concrete, selected activities and examples from the primary Mother Tongue curriculum are integrated into the chapter.

LEARNING OUTCOMES

By the end of this chapter student teachers will be able to:

- Explain the difference between listening and hearing
- Discuss the role of listening in language acquisition
- Summarize expected listening competencies in grades 1-8 primary materials
- Use different strategies to develop students' listening skills in L1
- Use different strategies to develop students' listening skills in L2
- Explain the purposes of pre while, and post-listening activities
- Design activities to teach expected listening competencies in 1-8 primary materials

- Design pre, while, and post-listening activities

INSTRUCTIONAL MATERIALS

- Primary MT 1-8 materials
- Audio-visual materials
- Model texts
- Graphic Organizers

TEACHING AND LEARNING TECHNIQUES

- Recordings of the sounds of the Mother Tongue; having students identify and repeat the sounds until they can pronounce them accurately
- Use of print materials to support identification of letter/symbol and the related sound
- Oral presentations
- Preparation of lesson plans for peer teaching
- Interactive lectures
- Lesson demonstration
- Discussion
- Use of print materials to support identification of words
- Use of different texts to practice teaching listening skills.
- Peer teaching
- Modeling of successful instructional principles

ASSESSMENT TECHNIQUES

- Question and answer
- Individual work, pair, group discussion and reflection
- Project work, assignments
- Class work and homework
- Quizzes and exams
- Lesson demonstration
- Micro teaching

5.1. DEFINING LISTENING

?   **Activity 1: Brainstorming**

In a small group, discuss the meaning of 'Listening' and how that is different from 'Hearing'. Then, answer the following questions:

1. Are you good at listening?
2. What are the qualities of effective listeners?
3. Do you listen to different media?

4. Is it easier to listen in your MT or in a second language? Why?

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation (dialect), his/her grammar and vocabulary, and grasping his/her meaning (Howatt & Dakin, 1974). An able listener is capable of doing these three things simultaneously. Willis (1981) lists a series of micro-skills of listening, which she calls *enabling skills*.

These are:

- Predicting what people are going to talk about
- Guessing at unknown words or phrases without panic
- Using one's own knowledge of the subject to help one understand
- Identifying relevant points and rejecting irrelevant information
- Retaining relevant points (note-taking, summarizing)
- Recognizing discourse markers (e.g., Well,…; Oh,…; Another thing is…; Now…; Finally,…; etc.)
- Recognizing cohesive devices (e.g., *such as* and *which*, linking words, pronouns, references, etc.)
- Understanding different intonation patterns and uses of stress, which give clues to meaning and social setting
- Understanding inferred information, (e.g., speakers' attitude or intentions)

☞ EFFECTIVE LISTENING

Listening is the ability to accurately receive and interpret messages in the communication process. Effective listening requires concentration and the use of your other senses –not just hearing the words spoken. Listening is not the same as hearing and in order to listen effectively you need to use more than just your ears.

THE 10 PRINCIPLES OF EFFECTIVE LISTENING

1. Stop talking
2. Prepare yourself to listen (Relax)
3. Put the speaker at ease (Help the speaker to feel free to speak)
4. Remove distractions (focus on what is being said)
5. Be empathetic (Try to understand the other person's point of view)
6. Be patient (A pause does not necessarily mean that the speaker has finished)
7. Avoid personal prejudice (Try to be impartial)
8. Listen to the tone (Volume and tone both add to what someone is saying)
9. Listen for ideas (Not just words)
10. Wait and watch for non-verbal communication (Gestures, facial expression and eye movement can all be important)

5.2. ROLE OF LISTENING IN LANGUAGE ACQUISITION

Listening is the first essential language skill because acquiring a language usually begins when we learn to listen first, then to speak, then to read, and finally to write. Infants acquire language by listening to the way parents or family members talk. Then they start to copy the words they hear, and this eventually develops into speaking in sentences of their first language. This shows how important the role of listening is in language acquisition.

Listening plays a vital role in learning - not just languages, but any branch of knowledge. When students attend classes, they are expected to comprehend and retain information from lectures. In language classrooms, most of the lectures range in grammar, pronunciation, word stress, vocabulary, syntax, and the like. It should be emphasized that comprehension of messages conveyed can be based on tone of voice, pitch and accent, and comprehension is only possible when we listen.

When students have weak listening skills, it is hard for them to understand the language of instruction and the curriculum. As teachers, we must look for ways to keep students engaged through interactive listening. Engagement through listening can be demonstrated in different ways that include nods, eye contact, and asking appropriate questions.

The overall role of listening skill in language acquisition/learning is to help people to communicate with each other without difficulty. This means a person who is good at listening in a particular language may not face basic problems of communicating with others and can easily understand what is communicated. Therefore, giving a due emphasis towards listening, as one of the major skills in the course of teaching language skills is vital.

? **Activity 2**

Answer the following questions orally.

1. Define listening in your own words, based on the information above.
2. Explain in your own words the role of listening in language acquisition.

5.3 EXPECTED LISTENING COMPETENCIES IN PRIMARY MATERIALS

This module is designed based on the primary materials to help student teachers develop their ability to teach listening skills and make them practice teaching expected listening skill competencies incorporated in primary mother tongue syllabi. The competencies and strategies, which are discussed in 1-4 and 5-8 grade levels, are discussed below separately. In TMT 222 this semester, you will learn about sounds and practice how to teach these sounds using explicit instruction: "I DO/WE DO/YOU DO".

5.3.1 EXPECTED LISTENING COMPETENCIES IN PRIMARY GRADES 1-4

Specific listening skills in primary MT

There are some specific skills, which are intended to emphasize the listening skills of learners in the primary MT materials. Some of these include:

- Begin to use the title, pictures and prior knowledge to make predictions about the text that is read aloud

- Begin to make predictions of what might happen next in the text read aloud

- Identify and Compare characters, settings, or events across stories that are read aloud

- Summarize the ideas in story orally after it is read aloud

- Answer inferential questions that use back ground knowledge and information stated in the text read aloud

- Retell the story of a text that has been read aloud

- Answer factual questions that are stated directly in the text read aloud

- Give a different beginning, middle, or ending to a story that is read aloud

- Begin to utilize context clues in a text that is read aloud

- Tell what is seen in illustrations for a text that is read aloud

5.3.1.1 Speech Sounds

Many activities in grades 1-4 of the MT Primary Curriculum are aimed at developing students' abilities to identify and manipulate speech sounds. These skills support learning to listen, speak, read, and write the mother tongue language.

Children begin to acquire their listening skills at a very early age – perhaps even before birth, in the womb. Development of listening skills starts with the most basic form of listening that does not include understanding of the meaning of words or phrases but requires merely distinguishing the different sounds that are produced (Thaker, 2014). This kind of listening is when the listener discriminates between different sounds/phonemes and sights. This is called **discriminative listening.** In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening is the foundation for the development of other oral language skills. As children grow older, develop, and gain more life experience, their ability to distinguish between different sounds is improved. This enables them to recognize subtle differences in the sounds and the way these sounds (and subsequently words) are made. The ability to recognize subtle differences between speech sounds is fundamental to understanding what these sounds mean (Thaker, 2014).

5.3.1.2 Speech Sound Activities

Identifying speech sounds (initial, final & middle)

Developmentally, children identify the initial sound, then the final sound. The middle sound is the hardest and is the last part of a word that is identified.

Identifying words in a sentence

A sentence is an arrangement of a group of meaningful words. Children are expected to identify that there are many words in sentence. This level is a little bit harder; learners are expected to separate words in a sentence (e.g., He /runs/fast). They can practice this by clapping the words in sentences. This is very important for many students practicing listening that may think that a sentence is one long word.

Identifying Words that Rhyme

Rhyming refers to words that end with the same sound (e.g., bat, fat, mat); children identify which words have the same sounds at the end.

To practice identifying words that rhyme, the following activities can used:

- Read predictable stories that have words that rhyme.
- Tell nursery rhymes and sing songs
- Clap the word parts that rhyme
- Engage in word play that uses words that rhyme

? **Activity 3**

Answer the following questions orally.

1. What is the first sound in the word "sick"?
2. What is the last sound in the word "sick"?
3. How many sounds are in the word "sick"?
4. What is the middle sound in the word "sick"?
5. How many words are in this sentence: I need some bread.
6. Which pair of the following words does not rhyme? (ham-jam, rice-roll, nut-cut)

Blending

Another important skill that might make learners practice listening skill is blending phonemes or syllables.

Example 1: Phoneme Blending (Latin Script)

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes after listening them to form a word.

Teacher: Here's a new word. The sounds are /b/ /i/ /g/. Say the sounds with me.

Ss: /b/ /i/ /g/

Teacher: Now let's say the sounds quickly to say the word.

Teacher/Ss: big

 (Adapted from: Armbruster, Lehr, Osborn, 2001).

Example 2: Syllable Blending (Latin script) and Sounds of fidels (Saba script)

Listen as I say the syllables/sounds of fidels in a word. Then tell me what the word is.

The teacher reads the syllables or sounds of fidels to the students and they listen to the sounds. The teacher raises a finger as she says the syllables/sounds of fidels. The teacher then asks the students to say the syllables/ sounds of the fidels quickly to say the word.

Consider the word ***happy,*** in this word there are two syllables hăp-py [hap-py]. To teach the pronunciation of this word we can use blending as a strategy by putting the sounds in the syllables together hap + py is the word happy. Learners in primary schools need to be able to identify speech sounds and to be able to blend sounds to make words.

Segmenting

One important skill that might also make learners practice listening skill is segmenting phonemes or syllables.

Example 1: Segmenting Phonemes (Latin Script)

Children may listen and break a word in to its separate sounds, or sounds of fidels saying each sound as they tap out or count it (Note: this example excludes the I Do part of the lesson).

Teacher: We're going to say the sounds of a word to be able to read and write words. The word is *grab*. Say the sounds.

Ss: */g/ /r/ /a / /b/.*

Teacher: What is the word?

Ss: grab

Teacher: How many sounds are in g*rab?*

Ss: Four sounds.

Teacher: Now let's write the letters for the sounds in g*rab*, you write each letter in your exercise book*:* /g/, write g; /r/, write r; /a/, write a; /b/, write b.

Teacher: (writes g*rab* on the board.)*.*

(Adapted from: Put Reading First: The Research Building Blocks for Teaching Children to Read; Armbruster, Lehr, & Osborne, 2001).

Example 2: Segmenting Syllables (Latin and Saba Script)

The teacher reads some words to the students to identify the syllables/sounds of fidels and shows one example of how to select the correct letter/fidel to write the word. Students should then complete the rest of the activity by themselves and listen to their peers.

For example, look at the following words in the table which are segmented into syllables/fidels.

Table 6

Words	Syllable Segmentation
happy	two syllables =CVC-CV (hap-py)
beautiful	three syllables=CV-CV-CVC (beau-ti-ful)
strategy	three syllables CV-CV-CV= (stra-te-gy)

Phoneme Deletion (Latin Script):

Students listen to words and then delete one of the sounds as dictated by the teacher. This teaching strategy requires recognizing what word remains when a specified phoneme, syllable, or sound of a fidel is removed.

Teacher: What is smile without the /s/?   **Ss:** (mile)

Teacher: Say bake.   **Ss:** bake

Teacher: Now say it again but don't say /b/.	**Ss:** (ache)
Teacher: Say stack.	**Ss:** stack
Teacher: Now say it again but don't say /t/.	**Ss:** (sack)

Syllable Deletion (Latin and Saba Script)

Students listen to words and then say them deleting one of the syllables/sounds of fidel.

Teacher: Say 'remember.'	**Ss:** remember
Teacher: Now say it again but don't say /re/.	**Ss:** (member)
Teacher: Say (impossible).	**Ss:** (impossible)
Teacher: Now say it again but don't say /im-/.	**Ss:** (possible)

Addition

Students listen to words and add syllables, sounds, or sounds of fidels. For example, a teacher may ask have the students say the word mile, and then put a /s/ sound at the beginning and ask them to say the new word (smile).

Substitution

In substitution of one or more phonemes, syllables, or sounds of a fidel, one or more sounds are substituted for another.

Example 1: Initial sound/syllable substitution: replacing the initial phoneme/syllable with another phoneme/syllable.

talk → walk

get → set

food → mood

Example 2: Middle sound/syllable substitution: replacing the middle phoneme/syllable with another phoneme/syllable.

Bag → beg

cut → cat

pan → pen

? Activity 4. Pair work

Now work in pairs and demonstrate a phoneme/syllable deletion and addition activity using your own words. Then, answer the following questions:

1. Based on the information above and your experience practicing, why do you think it is important for children to learn discrimitive listening?

2. What supports can you provide to children having difficulty in discriminating sounds?

3. What are the expected listening competencies for primary grades 1-4?

5.3.2 EXPECTED LISTENING COMPETENCIES IN PRIMARY GRADES 5-8

At these levels, children are expected to develop high level listening skill by focusing on the following skills which are intended to enhance learners' listening skills:

- Summarizing orally a text read aloud
- Make connection to text read aloud
- Evaluate a text that is read aloud
- Identify the character, setting, and events of a story read aloud
- Answer explicit questions that are sated directly in the text that is read aloud
- Distinguish fiction and non-fiction of a story that is read aloud
- Listen and respond to a traditional that is story read aloud
- Respond to interviews
- Use a dictionary to check the meaning and derivation of word in a text read aloud
- Use new vocabulary in expository, and narrative texts, as well as poems read aloud
- Report ideas in their own words from read aloud text
- Answer inferential questions from text read aloud
- Practice using inference and references to new words from oral language and poetry
- Identify common questions, sentences and sub-clauses in oral language
- Reflect content presented orally
- Rehearse oral poetry

The following section discusses how teachers support students in developing the listening competencies identified in this section.

5.4 STRATEGIES FOR TEACHING LISTENING SKILLS

There are different ways of teaching listening skills. The most commonly used listening instruction strategy is dividing the listening activities into three main stages. These stages are pre-listening, while-listening, and post- listening. Each stage has its own purpose/aim. As stated in chapter 3, each stage has specific activities to aid in comprehension.

5.4.1. PRE – LISTENING

Listening skills are difficult to develop. Students can do a variety of work before listening to help them understand while listening. In real life, it is unusual for people to listen to something without having some idea of what they are going to hear. So, simply asking the students to listen to something and answer some questions is a little unfair, and makes developing listening skills much harder. Many students are fearful of listening, due to past experiences, and can be disheartened when they listen to something and feel they understand very little. It is also harder to concentrate on listening if you have little interest in a topic or situation.

I. The purposes of Pre-listening activities

During listening comprehension activities the teacher should say or do something to activate listening skills of the learners and to get the students interested in the topic. This could be a picture, illustration, or a set of questions posed to the whole group. The purpose is to give the students some idea of what the listening text or topic will be about. More specifically to lead to effective listening comprehension it is possible to:

- Arouse students' interest
- Activate students' prior knowledge
- Build students' vocabulary knowledge required for comprehending the listening text
- Clarify any cultural information which may be necessary to comprehend the passage (this is particularly important for L2 learners)
- Make students aware of the type of text they will be listening to, the role they will play and the purpose(s) for which they will be listening

During the pre-listening phase, teachers need to recognize that all students bring different background experience to the listening topic. Beliefs, attitudes, and biases of the listeners will affect the understanding of the message. In addition to being aware of these factors, teachers should show students how their background experiences affect the messages they receive. For example, a child with a background of weaving may easily understand a text about the use of cotton, whereas a child with no knowledge of weaving or cloth making may not understand the same text.

By giving students plenty of time to understand the main listening comprehension tasks, teachers allow them to get some idea of the content of the listening and prepare for the task. Students may even try to predict answers before listening. Teachers should always provide clear directions and ensure the students are aware of the expectations for each listening activity.

Teachers should take the following factors into account when preparing the pre-listening tasks.

- The time available
- The materials available
- The ability of the students
- The interests of the students
- The nature and content of the listening text
- Language skills of the students
- Whether the language of instruction is L1 or L2 for each student

The choice of pre-listening tasks also gives the teacher a chance to grade the listening lesson for different abilities. If a class is generally struggling with listening skills, more extensive pre-listening activities are necessary. However, if students are capable of handling more demanding work, the teacher could simply focus on the context of the listening with very little pre-listening focus. Some of the pre-listening activities which can be considered are:

- Looking at pictures, maps, diagrams, or graphs
- Reviewing vocabulary or grammatical structures from the listening text
- Reading something relevant to the topic at hand
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Predicting the content of the listening text
- Going over the directions or instructions for the activity
- Doing guided practice
- Activating background knowledge

II. STRATEGIES FOR TEACHING PRE-LISTENING

A. CONTEXTUALIZATION

Contextualization is perhaps the most important thing to do. Even most listening exams provide an idea about who is speaking, where the message is from, and why the message is given. In normal life, we typically have some idea of the context of something we are listening to. Students need to connect to the text, so teachers must find a way to make the subject meaningful and relevant to the student. Contextualization means that when we listen in our everyday lives, we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are about to hear. Providing context to the students before a listening activity will prepare them for the lesson.

B. MOTIVATION

It is very important to motivate students before they begin practicing listening comprehension. Thus, teachers should try to select a text that students will find interesting, and then design tasks that will arouse the students' interest and curiosity. If the students are to do a listening activity about sports, looking at some dramatic pictures of sports players or events will raise their interest or remind them of why they like sports. Engaging students in class discussions by arousing their interests (when they pertain to the listening text) also helps them to be effective listeners. Personalization of activities is a very important aspect of motivation. For example, a pair-work discussion about the sports they play or watch, and why they participate in these activities, will bring them into the topic and make them more willing to listen.

C. ACTIVATING TOPIC KNOWLEDGE

If teacher directly begins a story and the students must listen, the students may have no time to transfer or activate their background knowledge. If they are going to listen to a text about rainforests, the teacher needs to ask questions like: What do you know about rainforests? Where are they found? What are they? What problems do they face? Why are they important? What might an ecological campaigner do? What organizations campaign for ecological issues? Etc.

Asking Background Questions

This kind of activity helps students activate their background knowledge and connect the text with their prior knowledge. The set of questions used should be directly related to the topic and the students' background knowledge. The questions should be open-ended so that the students must give more than a yes/no answer.

Using Pictures/Photographs

Showing a picture to students before they hear the actual listening text helps students to think more about the listening passage and concentrate on the lesson. This helps students to relate the picture with the title of the listening text and to think about the main idea of the text. The pictures must be related to the listening text. The teacher can show/draw the picture, or use the one in the primary MT text and ask the students, "What do you know about this picture?" Then, the teacher can lead the discussion to ideas related to the listening text.

Acquiring New Knowledge

Students may have limited general knowledge about a topic. Providing content knowledge input will build their confidence for dealing with listening. This could be done by providing information to the students on the topic for discussion, engaging in a class discussion, or assigning a related text to read.

D. ACTIVATING VOCABULARY Knowledge

Just as activating topic knowledge is important, so is activating the language that may be used in listening activities. Knowledge-based activities can help achieve this goal, but there are other things that can be done. If students are going to listen to a text of a dialogue between a parent and a teenager who wants to stay overnight at a friend's house, why not get the students to role-play the situation before listening? They can brainstorm language beforehand and then perform the scene. By having the time to think about the language needs of a situation, they will be prepared to cope with the listening. Alternatively, if students need to know the meanings of certain words in order to understand the story, the teacher should teach those words before introducing the listening text.

Pre-Teaching Key Vocabulary

The purpose of this strategy is to help students become familiar with the unfamiliar words in the listening text and to help them easily understand the message of the text. The teacher should introduce vocabulary items needed for comprehending the listening tasks. These are vocabulary words that you could easily identify as beyond their vocabulary level, but necessary to be able to understand the listening text. Difficult vocabulary items that are not relevant to understanding the main point of the listening text, or are not related to key information that you may ask for later (e.g., listening for detail) should not be focused on at this time.

Example Activity

The teacher introduces new words from the listening passage before the students listen to the text. Then teacher asks the students to do different activities; for example, matching activity, discussing the meaning of the words, discussing the use of the word, or constructing sentences.

Before listening to the text, the teacher writes the key words on flash cards and distributes cards to students (or writes them on the board). Students sitting in different groups may be given different words. Each group then reviews the student-friendly definition for each word that was provided by the teacher.

Note: This activity is merely a preparation for the listening, and should be completed in a few minutes. Don't spend too much time explaining details like figures of speech. You will practice pre-teaching vocabulary in TMT 222.

E. PREDICTING THE CONTENT

Once we know the context for something, we are able to predict possible content. Give students opportunities to share things that they think may or may not be in the listening activity, and ask them to predict what they think will be mentioned or what will happen. Training students to bring their own knowledge and skills of prediction to their listening work can help them when listening to the language inside or outside the classroom. These skills are as important as the skills of understanding pronunciation or listening for details (Gareth, 2003).

Using Pictures/Photographs

As stated earlier, showing students a picture to discuss before they have the actual listening text helps students to think more about the listening passage. This helps students to relate the picture with the title of the listening text and to think about what the text may be about. The pictures must be related with the listening text.

To use a picture to help students learn to predict content, the teacher reads the title of the passage, shows the picture, and asks the students what they think they are going to listen to. A discussion atmosphere is created. At this stage, pictures are used effectively.

There might be visually impaired students in the class, if so the teacher is expected to explain the content of the picture to participate them in discussion. If some students are L2 learners, teacher should help them understand the meaning of the picture and the vocabulary associated with it.

Example 1

The teacher is going to read a listening text about the use of camels. The teacher shows the photograph of camels to the whole class and asks students to complete the following questions.
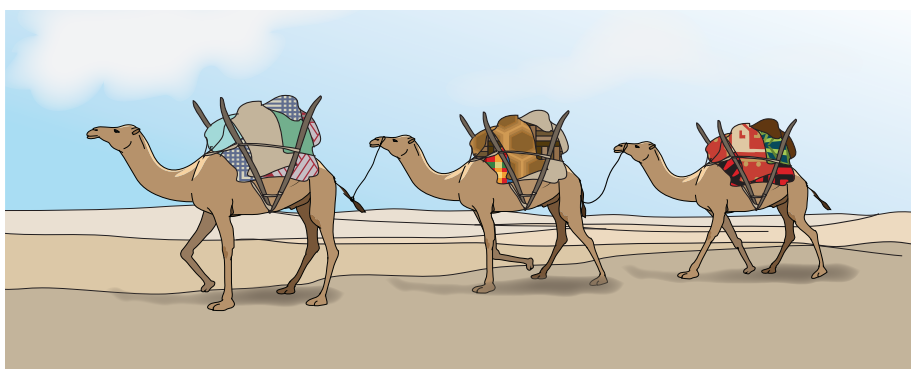
1. What do you see in the picture?
2. Where do you think the animals are going?
3. What kind of place is this?
4. In pairs, write three sentences about the picture.

Predicting

In this strategy, the teacher writes the title of the listening text on the blackboard and asks students to predict what the listening story will be about. The teacher can record on the board a list of things students expect to hear or to be mentioned in the listening text. Then he/she discusses the topics mentioned and asks students to choose those they think will be mentioned. These strategies can be used when students work individually or in groups.

? **ACTIVITY 5: DISCUSSION**

Divide the student- teachers into small groups and assign them to work on different grade levels of the new primary mother tongue 1-8 student textbooks and teacher's guides.

Read your mother tongue student textbooks, grades 1- 8, listening sections and the related part in the teacher's guides. Then, identify the pre -listening activities that are mentioned in this chapter. In your group, discuss how the lessons contextualize the information for students, motivate students, activate topic knowledge, activate vocabulary knowledge, and guide students to make predictions about the content. If the lessons are lacking in these areas, brainstorm ways to teach these five strategies.

5.4.2 WHILE - LISTENING

The while-listening stage is the actual listening stage where students engage in the given tasks while listening to the text or oral activity from the teacher.

I. THE PURPOSES OF WHILE-LISTENING ACTIVITIES

The purpose of while-listening activities is to help learners develop the skill of understanding the messages from the spoken language.

During while-listening stage, it is important to remember the following:

- Allow students to listen to the whole text two or three times (if possible)
- There must be a pause time while students are listening to the given text to give them an opportunity to process the information and do the listening activity
- Encourage students to focus on the global/general meaning first and pose questions that ask them for details after the first listening
- Encourage students to make assumptions after the first listening and then verify their assumptions after the second listening
- At this stage, focus your questions and attention on the segments of the texts that are accessible to the students in terms of vocabulary, structures, and length

Some examples of while-listening activities include

- Listening with visuals
- Filling in graphs and charts as the teacher, or a student, reads
- Following a route on a map as the teacher gives directions
- Checking items off in a list as the teacher reads

- Listening for the gist
- Searching for specific clues to meaning
- Completing cloze exercises as the passage is read aloud
- Comparing the listening passage with the pre-listening phase activity
- Accurately following instructions; where students are given certain instructions and show their understanding by a physical response (they draw, write, tick, underline etc.)
- Filling in gaps; while listening to a dialogue students hear only the utterances of one of the speakers and are asked to write down (or say) those of the others
- Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers
- Ticking off items; where students listen to a list of words and categorize (tick off) them as they hear; or raise their hand when they hear a word (as in the game: Bingo)
- Sequencing; students are asked to give the right order of a series of pictures
- Information search; that is listening for specific items, (e.g., answer a particular question from the pre-listening stage)
- Filling in blanks of a transcript of a passage with the words missing (e.g., lyrics of a song)
- Matching the items which have the same or opposite meaning as those the students hear, or matching the pictures with the descriptions heard
- Listening for general or specific information

For young children, one of the most popular while-listening exercises is marking/checking the items in pictures. A picture is presented to students during the pre-listening stage and during the while-listening stage they are asked to mark/check/tick/circle etc. certain things in the picture they hear in the listening text. This is a very simple exercise, but teachers due to its apparent simplicity should not reject it. The aim here is not to test students' abilities to make correct sentences based on the listening passage, but to assist concentration on the text.

Use the MT primary text to select a lesson

Example 2: Fill in the Blank (Cloze Exercise)

In this activity, students are asked to fill in the missing words in the passage as they listen to the teacher read the text.

Listening text (from the Teacher's Guide)

Hana and Wolatte are civil engineers working in the same organization and live in the same village. They are good friends. They usually call for coffee ceremony and have it together. Even they don't call their full name rather they called with nicknames Hani and Woli. Most of the time Wolatte likes making coffee in the morning and Hana likes making coffee at lunchtime. At night they both go to their own homes and stay with their families. In their village people are attracted by their friendship and took them as a role model.

Hana and Wolatte (from the Student textbook)

Hana and Wolatte are civil engineers working in the same organization and live in the same_____. They are good friends. They usually call for _____and have it together. Even they don't call their full name rather they called with _____Hani and Woli. Most of the time _____ likes making coffee in the morning and Hana likes making coffee at lunchtime. At night they both go to their own homes and stay with their families. In their village people are attracted by their _____and took them as a role model.

II. STRATEGIES FOR TEACHING WHILE-LISTENING

There are different strategies to teach in the while-listening stage. In this section, we are going to present about different while-listening activities: filling the gaps, predicting, note taking and writing the key words are some of the activities that students can engage in.

A. LISTENING FOR SPECIFIC OR GENERAL INFORMATION

During the while-listening phase, students usually respond somehow to a listening text. In the primary MT text, specific tasks include pointing to the appropriate pictures, discussing pictures, answering questions presented orally, making predictions, etc. Yagang (as cited in Kral, 1994) gives a number of suggestions for listening for specific purpose activities:

Listening for a Gist (General Understanding)

The big picture is just as important as specific detail. When students listen for a gist, they listen for the main idea. To complete a gist activity, have students read part of a passage (e.g., a paragraph, etc.) then ask:

- Who or what is this passage about?
- Tell the most important thing about the 'who' or 'what'.
- In 10 words or less, tell the main idea.

Using the previous passage, develop a 10 word gist.

B. PREDICTING WHAT COMES NEXT IN THE MIDDLE OF THE STORY

The prediction strategy can be used throughout the lesson to facilitate comprehension. When students are asked to predict upcoming content, they must think deeply about what has already been presented and what is possible to be presented next. Here, the teacher reads aloud the listening text. While the

students are listening to the story, the teacher will pause and ask them to think about what has been presented and predict what the next part of the story will be.

Provide an example - Refer to your corresponding language.

C. USING ELEMENTS OF NARRATIVE TEXT STRUCTURE

Students have better comprehension of stories when they are actively engaged in determining specific elements of the story. Teachers can help students comprehend more of the story by turning their attention to elements such as: the characters, the setting, the plot (or problem), the sequence of events, and the solution to the problem. Knowledge of these specific elements also helps students in post-listening activities such as story retell.

Narrative stories such as fables and folk tales are essential tools for teaching listening comprehension to children. A folk-tale is a short narrative that comes from "the people" as a whole. There is no single author. Rather, these tales have been told orally over and over again, usually by older people who handed them down to younger generations. A fable is "a brief narrative, in either verse or prose, which illustrates some moral truth" (Beckson & Ganz, 1989). It's a kind of popular story that developed from the oral tradition of early primitive groups.

Sample Fable Story for Teaching Listening

The Boy Who Cried "Wolf!"

There was once a young Shepherd Boy who tended his sheep at the foot of a mountain near a dark forest. It was rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement. He rushed down towards the village calling out "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to his help. But shortly after this, a Wolf actually did come out from the forest, and began to worry the sheep, and the boy of course cried out "Wolf, Wolf," still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help. So the Wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said:

"A liar will not be believed, even when he speaks the truth."

D. USING GRAPHIC ORGANIZERS

Graphic organizers help students organize their thoughts about the text read aloud and document the main idea, details, and elements of story structure. Teachers should decide which component of the narrative text structure they wish to focus on and have students develop their graphic organizer accordingly. Effective graphic organizers include: the Venn Diagram to compare and contrast (e.g., two characters, two settings, two events, etc); the Semantic Map to show the relations between details and events; a Narrative Story Map to document the story elements; and the Frayer Model to build vocabulary skills. Also, the plot chart allows the student to use information from the story and put the information in the correct order before discussions with the class or small group. If the student does not have the written vocabulary to use this chart, drawings may be used. The teacher must model this strategy and must say the vocabulary orally, so the students hear correct pronunciation. Then it will be the students' turn to pronounce the words as they respond to the text.

Narrative Story Map

Title: The Boy Who Cried 'Wolf!'
Characters: Shepherd Boy, Wolf, Villagers
Setting: In a field near the forest
Problem: The shepherd boy is lonely and uses a fake emergency to gain attention
Events: The villagers respond to the Shepherd's cry for help, but find no Wolf. Then, when there is a Wolf, the villagers do not believe him
Theme: Don't lie because people will not believe you when you tell the truth

?   **Activity 6: Group work**

Read the following Sample Story and practice while-listening activities in your group and create a narrative story map like the one above. Present what you created to the whole class to model how to teach the while listening activity. (The activities should focus on using elements of narrative text structure and filling in the graphic organizer).

Note: The teacher can use the Primary MT materials or use any material to tell story that matches the reading level of targeted students.

Use the MT textbook to develop activities for the while-listening stage

Narrative Story Map

Title:
Characters:
Setting:
Problem:
Events:
Theme:

?   **ACTIVITY 7: Project Work**

Read your mother tongue student's grade 1-8 text books listening sections and the related part in the teacher's guides. Then identify the while-listening activities that are introduced in this chapter. Finally, present the new activities/strategies that you get from the text book. Each group should not present similar strategies/activities. Have participants share materials that reflects their experience.

5.4.3 POST-LISTENING

The post- listening stage is a teaching step the teacher uses after presenting the listening text.

I. THE PURPOSES OF POST-LISTENING ACTIVITIES

The aim of post- listening activities is to determine how well the students have understood what they heard from listening to the text. This helps to connect the pre-listening and while-listening activities with what the students experience after listening. It also aims to use the knowledge gained from listening to develop other skills, such as speaking or writing. In addition, these activities help the students extend what they learned in the classroom to out-of-class practice. Post-listening activities also allow for further practice with vocabulary and word structures. These activities should be interesting, engaging and should be carefully planned.

Post - listening activities

The post-listening stage includes all exercises done after listening to the text. Some of these activities may be the extensions of those carried out at pre- and while-listening work but some may not be related to them at all and present a totally independent part of the listening session. Post-listening activities allow the learners to 'reflect' on the language from the passage; on sound, grammar and vocabulary. The post-listening activities last longer than while-listening activities so that the students will have time to think, discuss or write (Rixon 1986; Underwood 1989). There are a few tasks that teachers may do in the classroom after reading a text to students (Pierce 1989):

- discuss students' reactions to the content of the listening selection
- ask students thought-provoking questions to encourage discussion
- set students to work in pairs to create dialogues based on the listening text
- assign reading and writing activities based on what students have heard
- Engage students in information transfer; where after hearing the story, they fill grids, forms, lists, maps, plans, etc.

Post-listening exercises should be interesting and motivating. Before a teacher chooses a certain activity, she/he must consider how much language work they wish to do with the particular listening passage. For example, the teacher must think about how much time the students will need to complete a particular post-listening task; whether the post-listening stage will include speaking (discussion), reading, or writing (ticking, writing short notes, dialogues or essays), and whether the teacher wants the students to work individually, in pairs, or in groups (Underwood 1989). Many post-listening activities are the continuation of the while-listening work. In this situation, the while-listening stage should be a foundation for the post-listening tasks, which are usually more complex. Since there is not much time for 'reflection' during the while-listening stage, post-listening activities require more time to write, read or speak (Yagang, as cited in Kral, 1994), and the number of possible activities is quite extensive.

II. STRATEGIES FOR TEACHING POST -LISTENING

A. PROBLEM SOLVING ACTIVITIES

Students hear all the information relevant to a particular problem and then try to solve it by themselves. If the learners find it difficult to remember the story, Underwood (1989) suggests a while-listening 'chart-filling' exercise so that the students have a kind of summary to refer to during the post-listening

work. These activities allow students to use information presented during the while-listening stage and brainstorm solutions to situational (real-life) problems through critical thinking skills. For example, after listening to a story about how deforestation destroys the environment, the students can suggest ideas for limiting deforestation. Other topics could include protecting endangered species, conserving community resources, solving social problems, etc.

B. SUMMARIZING

Language learners, and especially L2 learners, can have a difficult time learning to summarize what they have heard. This is either due to the fact that they are listening to the whole passage before they summarize, or that the vocabulary is too difficult for them to understand and remember. To support students' summarization skills, they can be given several possible summary sentences and are asked to say which of them fit a listening text. Summarizing can also be done by elaborating the notes made by students themselves during the while-listening activities or by depending on their memory.

A better choice for the L2 learner or young student is to read part of the passage, discuss that part, and then model what a short summary would sound like. Then, the students can summarize that part of the passage in their own words.

One Page Project summarizing strategy

Another choice for summarizing is the "One-Page Project." The student listens to the passage and then develops a one-page collage in their exercise book that summarizes the passage or part of the passage. This collage can include drawings, a written summary, descriptions of characters, or other ways the students chooses to tell about the story, depending upon the language and skill level of the student. After the page is developed, the student will feel more confident summarizing orally. For example: If the passage is about a character, the project can be a drawing of the character with words surrounding the character that will help the student when he is summarizing the actions of the character.

Triple-Entry Thinking Journal summarizing strategy

Triple-Entry Thinking Journal is a note-taking strategy that divides a page into a three column chart. The purpose of the chart is for the students summarize the text. It may be taught as a whole group oral exercise with the teacher drawing it on the board and students responding orally. Or students may respond in writing on their own charts as they listen. The key to teaching summarization (pinpointing main ideas of the text) to learners is that the skill must be modeled not once, but many times, regardless of the strategy used to teach it. And, students need to practice.

Title of Text: _____		
Write the main idea, topic or subjects from the listening text	(What I Heard) Students write what is being read to them	(What I Think) Put in their own words the summary of what was read to them.

Classroom Procedure to Implement *Triple-Entry Thinking Journal*

1. Teacher draws a three-column table on the chalk board or on a chart
2. Teacher tells the students to copy the table onto their exercise books
3. Teacher writes the topic of the listening text at the top of the chart
4. Teacher reads the passage
5. The students take notes while they listen
6. The students write the summary of what they have listened to in the third column of the table
7. Students compare their works (in pairs or groups)

Model Triple-Entry Thinking Journal strategy

Derartu: The teacher

Derartu lives in Bedele town. She is a MT teacher in Bedele primary school. She is a diligent and punctual teacher that loves her profession. Derartu is loved by her students, her colleagues and the school community at large. She treats her students as a mother from Monday to Friday. She makes use of her spare time to plan her lessons and discuss school matters with fellow teachers. Every Sunday Derartu enjoys playing volleyball in her school compound.

Instruction: While you are listening to the story, fill in the table:

Title of Text: *Derartu -the teacher*		
Subtopics	**Facts (What I Hear)**	**Summary/Conclusion/ Interpretation**
Activities (Monday to Friday)	• She teaches in Bedele primary school. • She wakes up early. • She uses her spare time to prepare her lessons. • She treats her students in a motherly way.	• (I believe Derartu deserves a reward) • (The qualities of Derartu reminds me of the hardworking English teacher in my school)
Personality	• She is punctual. • She is a hardworking woman	• (I think Derartu can be a role model for other women)

Using Student-Generated Graphic Organizers to summarize text

Students can develop a graphic organizer and use it to respond to questions about the text. They can describe what they wrote. New language learners can be more successful with this strategy as it gives them something to show that they comprehended the message but they may still have difficulties with the language when describing something such as a theme.

Put their graphic organizer on the walls or chalk board and the graphics can become a "Gallery Walk." The students can then walk around the room, in pairs, discussing with one another what the other students have completed. This builds social as well as academic oral vocabulary.

Dramatic Role Play to summarize text

Acting out the theme of the text is also a fun way for students (especially for new language learners) to use their acting skills and still use their oral vocabulary. Put students in groups and have them act out the theme of the text using gestures and speaking. This gives them not only practice in oral vocabulary, but it also allows them to see another way of comprehending the text.

C. JIGSAW

Jigsaw activities are exercises during which different groups of students work with different sections of the text and then come together as a whole class to exchange information in order to complete a story or perform a certain task (Underwood, 1989).

Piece of Pie Jigsaw Strategy

Students can work in a group to complete a "piece of pie." Each group will be given "a piece of a pie" or you could call it pizza or use a name from the student's home culture. Each group writes information in their words about their interpretation of the questions from text they listened to. After each group discusses their responses to the questions with the whole class, the pieces are put together on the chalkboard or wall so that the students see the answers of all the questions. The teacher should keep a list of the common words each group uses and call attention to these words so the students can see that even if they used different vocabulary words that they are all related to the text just read to them. Use the common vocabulary words on the word wall, or new words that are difficult.

Use MT books to select a text from grades 5-8 to create this activity

Model '*A Piece of Pie Strategy*'
My summer vacation
During the summer vacation, I do a lot of entertaining activities. First, I go out for picnics with my friends. We spend our time outdoors looking at the diversity of natural resources. Second, we play different kinds of games such as hide-and-seek, football and baseball. Therefore, the summer vacation ends with amusement and happiness.
Procedures: - First the teacher writes the questions on the board.   - Depending on the age of the student, let the students copy the questions on their exercise book.   - Next, the teacher reads aloud to the students; the students listen to the text and answer questions accordingly.
Based on the listening text, answer the following questions in groups.   - During summer vacation, what does the individual do?   - They play_____ or _____.   - With whom does the individual spend summer vacation? _____   - They end up their vacation with _____ and _____.

Picture Arranging Jigsaw Strategy

After students listen to a story, students can be divided into jigsaw groups to draw pictures and discuss one section of the story they just heard. Using jigsaw can help them to focus on one part of the story. This can prevent the students from being overwhelmed, which can happen to young students and second language learners. After drawing the picture of the assigned section of the story, students can work as a whole group to put their pictures in the order of the story on the board or wall. The class can then discuss if the order is correct. If not in correct order, the students can then put the pictures in the correct order.

Then students can also retell the story using the pictures. This is an effective way to teach sequential order and is motivating for the students.

D. STORY RECONSTRUCTION

Story retell activities allow the students to actively participate in reconstruction of the story in different ways. These tasks encourage the student to focus on the elements of the story structure in order to have higher comprehension of the overall story.

Story Retell

The students use the elements of narrative text structure to identify important details of the story and then the students retell the story to a partner, group, or the whole class. This is easier done if the student completes a narrative story map during the while-listening stage that includes the elements of characters, setting, problem (or plot), events, and solution.

Describing Stories in Order

Students discuss the sequence of events after listening to a story. Teachers can have students explain what happened at the beginning of the story, what happened in the middle of the story, and what happened at the end of the story.

Arranging Jumbled up Sentences and Paragraphs

Young students and second language learners need practice putting sentences and paragraphs in the correct order. The teacher can pass out sentence strips or sections of the text (paragraphs) and ask the students to put the sentences or text in the correct order. A simple strategy for putting paragraphs in the correct order is for the students to look for events in the story and then determine the order of the paragraphs. Some of the words they could look for in the paragraphs would be "first," "next," "at the beginning," "at the end," "the first step," etc. This strategy must be modeled, particularly with second language learners (depending upon their language level), because they may have a difficult time with organization and many have little or no experience with signal words.

E. ANSWERING QUESTIONS

Students can show their level of listening skills through using their oral language in a variety of situations. The teacher can use questioning techniques, devised conversations where the topic is one that is familiar to the students, or book talks where the teacher reads a passage of a book and the students respond orally to the passage. This can be done through graphic organizers. Graphic organizers are pictorial ways of summarizing the main ideas of listening or reading texts. These activities can be quite difficult, requiring from students not only certain listening abilities but also reading, writing, and memory skills. The learners must listen and read (understand) the questions, write down the answers, and must remember what was said before they come up with the answer (Underwood, 1989). If questioning is desired, teachers should provide the students with a means of returning to the story (i.e., note taking or filling a graphic organizer during the while-listening stage).

Sample Post-listening Activity

The teacher reads the story about the Monkey and The Crocodile. Following the story, students are asked to answer some comprehension questions. This story is appropriate for students in grade 7-8.

The Monkey and the Crocodile

Figure 14 - The Monkey and the Crocodile

Once upon a time, a clever monkey lived in a tree that bore juicy, red rose apples. One day, a crocodile swam up to that tree and told the monkey that he was in search of food as he was very hungry. The monkey offered him a few rose apples. The crocodile enjoyed them very much.

The crocodile returned the next day. Soon the two became very good friends. The crocodile told the monkey that he had a wife and that they lived on the other side of the river. So the kind monkey offered him some extra rose apples to take home to his wife. The crocodile's wife loved the rose apples and made her husband promise to get her some every day.

Meanwhile, the friendship between the monkey and the crocodile deepened as they spent more and more time together. The crocodile's wife started getting jealous. She wanted to put an end to this friendship. The crocodile's wife thought to herself that if the monkey lived on a diet of rose apples, his flesh would be very sweet. So she asked the crocodile to invite the monkey to their house.

The crocodile was not happy about this. He tried to make the excuse that it would be difficult to get the monkey across the river. But his wife was determined to eat the monkey's flesh. So she thought of a plan. One day, she pretended to be very ill and told the crocodile that she would only recover if she ate a monkey's heart. If her husband wanted to save her life, he must bring her his friend's heart.

The crocodile was in a dilemma. On the one hand, he loved his friend, on the other, he could not possibly let his wife die. So the crocodile went to the rose apple tree and invited the monkey to come home to meet his wife. He told the monkey that he could ride across the river on the crocodile's back. The monkey happily agreed. As they reached the middle of the river, the crocodile began to sink. The frightened monkey asked him why he was doing that. The crocodile explained that he would have to kill the monkey to save his wife's life. The clever monkey told him that he would gladly give up his heart to save the life of the crocodile's wife, but he had left his heart behind in the rose apple tree. He asked the crocodile to make haste and turn back so that the monkey could go get his heart from the apple tree.

The silly crocodile quickly swam back to the rose apple tree. The monkey scampered up the tree to safety. He told the crocodile to tell his wicked wife that she had married the biggest fool in the world.

1. Who are the characters in the story?
2. Can you tell when and where the story takes place, or could it be taking place at anytime and anywhere?

3. Explain why/how the monkey is talented.

4. Compare and contrast the animals' behaviors to human behaviors.

5. Does the story teach a moral lesson? If 'Yes', what is it?

Note: The teacher will give feedback to the students based on their answers.

F. EXTENDED RESPONSES

Students can also demonstrate their understanding of a listening text by providing extended responses, either in writing or in oral form. These activities allow students to build their language production skills of speaking and writing in a way that is connected to their language reception skills of listening and reading (in this case, they will be building on their listening skills).

Writing

As a follow-up to listening exercises, students can compose letters, telegrams, postcards, messages, or other memo forms in order to communicate a summary or a reaction to the listening text.

Speaking

Students can also be asked to engage in debates, interviews, discussions, role-plays, simulations, dramatizations, class presentations or speeches. This will enable students to practice oral language skills in reaction to a listening skill lesson.

G. RESPONDING TO POEMS

Students generally love poetry. Poetry also gives the second language learner a chance to learn about new ideas through a shorter text than a story or book. Even though many second language learners come with a rich background of poems from their own culture (whether they have a written language or only an oral culture), poetry can introduce new vocabulary, language structures, and rhyming experiences that most second language learners have not had. Therefore, most students are motivated when they get to take part in reciting poetry if the poem is presented in a way they can understand.

A good way to introduce students to poems is to have the class develop a new poem based on a poem they have heard. The teacher should read a poem with visuals and then challenge the class to rewrite the beginning or end as it relates to them as a class. The students will then love to recite the poem in front of each other or in groups. Few suggestions to help with guiding the students to listen to poems and recite/describe them:

1. In the beginning, find poems that have manageable vocabulary and familiar language, images, and themes. For young students and second language learners, it is recommended that poems with "predictable language patterns, repeated words, phrases, lines, and identifiable rhymes" (Tompkins, 2010) are used. This will make the task easier.

2. Give students an opportunity to illustrate the poem before they describe or recite it. This builds up imagery that is so important in becoming a good reader as well as a proficient language learner.

3. A variety of poems should be read to the student. Language learners need to hear a variety of poems so they can hear different rhythms of languages, new vocabulary, and pronunciation.

4. Let the students have fun with writing their own poetry and letting them read their own poetry to their classmates and groups. Put their poetry up on classroom walls and every now and then give the students time to read their classmates' writing.

5. Call attention to new vocabulary or vocabulary used in a new way.

A model lesson for demonstrating poem recitation:

Miss Marry Mack, Mack, Mack,

All dressed in black, black, black,

With silver buttons, buttons, buttons

All down her back, back, back

She asked her mother, mother, mother

For fifty cents, cents, cents…

NOTE: Use a poem from the primary MT textbooks

Teaching procedures for listening poem and for reciting poems include:

- Teacher reads the poem aloud
- Teacher tells student to listen the poem while reading
- The teacher asks the students to repeat the poem
- The students analyze the message or theme of the poem and relate it to real-life
- Use the MT textbook to develop activities for the post-listening stage

? ACTIVITY 8: PEER TEACHING

The teacher will divide the student-teachers in small groups and let them prepare to complete the next activity. The teacher makes each group to work on different grade levels, 1-8. Each student will read the mother tongue student's textbook grade 1-8 post-listening sections and the corresponding teacher's guides. Then, the students will work in grade-level groups to develop post-listening lessons for the grade level assigned to her/his group. Once the lessons are complete, each group will present their lesson to the class.

5.5. TEACHING LISTENING SKILLS TO SECOND LANGUAGE LEARNERS

Second language (L2) listening comprehension is a complex process, crucial in the development of second language competence. They use both bottom-up processers (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension. Teachers can help students develop sound strategies for comprehension through a process approach to teaching L2 listening. This will help students learn how to listen and develop the metacognitive knowledge and strategies crucial to success in listening comprehension. (Canning, 2004)

Second language students are expected to use listening skills to understand classroom instruction and content area information. Even when listening is not the focus of the lesson, the student must listen

to and understand information presented orally (Carrier, 2003). It is important to teach the strategies and skills second language learners need in order to understand what is being heard and to use this information to read and write. When listening, the student must use all kinds of linguistic knowledge (of sounds, words, order of words in sentences, meaning of the words, etc.) and their cognitive skills (ability to store and process information). Second language learners may have difficulty processing information presented orally and may take longer to respond. Students need to be fluent in using listening skills.

Listening Strategies That Teachers of L2 Learners Can Use

There are strategies that L2 learners can be taught to use to improve listening skills. Teachers can:

- Use bottom up and top down activities (See TMT 201 for an explanation).

- Use **Total Physical Response** (**TPR**) when giving directions (e.g., touch ear = listen; touch top of head = think)

- Plan and use pre-listening and post-listening activities. Help students prepare for what will be said and what they will be expected to do. Help students use their prior knowledge and relevant cultural information. Set a purpose for listening; and identify the important points that they need to hear (e.g. who is the main character in the story?). Help students make predictions to help them think about what will be heard. Encourage group discussions.

- During listening activities, stop often to summarize what has been read and ask questions.

- Use pictures when telling a story, ask the students to point to the picture that shows what is happening in the story.

- Teach students strategies to monitor understanding of what they hear. Students can be taught to think about what they hear, how what is heard relates to what is known, and what the words mean. These strategies support listening comprehension.

- Teach students to decide if what they understand matches the purpose for listening. Were they able to correctly complete the assigned task?

- Focus on cognates, words that descended from the same origin in the L1 and L2 languages.

- Think aloud about what they are reading to the students and model how to use listening skills.

- Assign reading partners; pair the second language learner with a more fluent reader to help the students understand what was said.

- Use questions that support the student in processing what is heard and using this information to answer questions (e.g., Can you give more information? What do you mean by ___?)

- Plan activities based on Cummins' Model to ensure the student has enough contextual support for the given activity.

- Pre-Teach Key Vocabulary

- As adults, when we listen in our first language, we can usually concentrate on the overall meaning because we know the meaning of the vocabulary used. For students, large numbers of unknown words will often hinder listening and lower confidence. This is particularly true for L2 learners. Select key vocabulary terms for the students to study before listening. The teacher can write these words on the board. A student-friendly definition should be given for each of the words. The teacher then asks the students to discuss the meaning of new vocabularies in pairs/groups in their own words and construct sentences individually using the key words.

Teachers should utilize the Cummins' Model for creating activities that are appropriate for the students' level of BICS and CALP.

SUMMARY

Listening is the ability to accurately receive and interpret messages in the communication process. Effective listening is different from hearing. It plays a vital role in learning. As a result this chapter is designed based on the primary material 1-8 to help student teachers develop this skill.

Table 7. Summary of Teaching Listening Skills Strategies

Part of lesson		What do you do?	Why?
Pre-listening	Warm-up	Talk about the topic, elicit vocabulary, explain anything that is essential for comprehension	- To give students some context - To give them any vocabulary they may need - To motivate them! - To give them a purpose for listening
	Setting up of task	Ask one or two simple questions aiming at general understanding of the whole passage Ask more questions aiming at detailed understanding of the whole passage	- To give them a global idea of the whole text - To give them a purpose for listening - To give them a detailed idea of the whole text
While-listening	First listening	Students listen and try to understand the text	- Listening for general understanding
	Second listening	Students listen and try to answer comprehension questions or complete other activities	- To practice listening for detail - Listening for a specific and general information to complete tasks
Post-listening	Peer feedback	Pair work: Students talk together to compare answers On while-listening activities	- Integrating the two skills - Usually combine listening + speaking - Good speaking practice
	Teacher feedback	Group/Individual: Students report back to teacher on their answers and discuss	- To provide teachers the opportunity to evaluate student comprehension

Listening begins from sound identification strategies like identifying speech sounds (initial, final & middle) and rhyming. Sound identification is necessary in order to be able to blend, segment, delete, add, and substitute syllables/ phonemes. The skill of manipulating syllables and phonemes aids in higher-level literacy skills.

Activities to develop listening skills should be taught in three stages: pre, while and post listening stages. The purposes of pre-listening activities are: arousing interest, activating prior knowledge,

building vocabulary knowledge, building awareness of text, and clarifying any cultural information. Strategies for teaching pre-listening are: contextualization, motivation, activating topic knowledge, activating vocabulary knowledge, and predicting the content. The purpose of while-listening activities is to help learners develop the skill of understanding the messages from the spoken language. Strategies for teaching while-listening are: listening for a specific and general purpose, predicting, using elements of narrative text structure, and using graphic organizers. The post- listening stage is a teaching step the teacher uses after presenting the listening text. The aim of post- listening activities is to determine how well the students have understood what they heard from listening to the text. Strategies for teaching post–listening are: problem solving activities, summarizing, jigsaw, story reconstruction, answering questions, extended responses, and responding to poems.

Additionally, the issue of teaching listening skills to second language learners has been discussed, and some of the strategies include: pre-teaching vocabulary, using total physical response, incorporating extensive pre- and post-listening activities, and modeling think-aloud.

Project Work

Preparing a Micro-teaching Lesson

Using the basic framework for teaching listening skills, develop a listening lesson for grades 5-8. Choose a listening text from grades 5-8 MT student's textbook. Your lesson should have all three stages of teaching listening (pre-listening, while-listening, and post-listening). Since micro-teaching means short lessons, your lesson should not last more than 20 minutes; however, it should be like a lesson one would teach in his/her actual classroom, not merely a description of the procedures of the activities you do. Your audience can be half or all of your classmates whom you imagine as grades 5-8 students. Your instructor will tell you in advance the schedule for conducting the microteaching lesson. At the end of the microteaching, you should receive feedback from your peers and your instructor.

REVIEW QUESTIONS

Write a short note about the following questions and statements:

1. Discuss the role of listening skills in language acquisition.

2. Discuss and elaborate on the aims of the three stages of teaching listening.

3. Develop two different sample activities for pre-, while- and post-listening stages.

4. Summarize expected listening competencies in 1-8 primary materials.

5. Summarize strategies to develop students' L1 listening skills.

6. Explain different strategies to develop students' L2 listening skills.

7. What is the difference between listening and hearing?

8. What are the principles of effective listening?

9. Discuss the many strategies for teaching discriminative listening skills.

CHAPTER 5: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "✓"checkmark on the spaces provided in the table indicating if f you agree or if you disagree with the statement. Make sure that you read again those sections, which you marked "Disagree."

Statements	Agree	Disagree
1. I can explain how listening is different than hearing.		
2. I can discuss the role of listening skills in language acquisition.		
3. I can summarize the expected listening competencies in 1-8 primary materials.		
4. I can use different strategies to develop students' listening skills in L1.		
5. I can use different strategies to develop students' listening skills in L2.		
6. I can explain the purposes of pre, while & post-listening activities.		
7. I can design activities to teach expected listening competencies in 1-8 primary materials		
8. I can design pre, while, and post-listening activities.		

CHAPTER 6: TEACHING SPEAKING SKILLS

Time allotted for this chapter: 12 hours

Content Outline

 6.1. Definition of Speaking Skills

 6.2. Expected Speaking Competencies in Primary Mother Tongue Syllabi

 6.3. Oral Presentation Strategies in Primary Mother Tongue Syllabi

 6.4. Teaching Strategies for Supporting the Development of Pre, While, and Post-Speaking Skills

  6.4.1. Telling Riddles, Poems and Stories

  6.4.2. Retelling What Has Been Heard

  6.4.3. Role Play and Dialogues

  6.4.4. Expressing Opinions with Supporting Reasons

  6.4.5. Debate

  6.4.6. Presenting Original Works

 6.5. Purposeful Speech

  6.5.1. Introductions (About Self, Topic, Etc.)

  6.5.2. Strategies That Support the Development of Speech in Oral Presentations

INTRODUCTION

This chapter deals with how teachers can develop primary grade students' speaking skills. Obviously, speaking is one of the four basic language skills and is considered as a crucial part of the language learning process. Oral language is linked to a child's thinking and learning development. From the standpoint of language development, oral language provides a foundation for the development of other language skills. The literacy learning process actually begins when a young child begins to hear and talk to his or her family (hearing and using sounds, words, and sentences). Thus, this chapter provides expected speaking competencies in 1-4 and 5-8 primary Mother Tongue Syllabi, the definition of speaking skill, and teaching strategies for supporting the development of speaking skills: telling riddles, poems and stories; having students retell what they have heard; role play; dialogues; expressing opinions with supporting reasons; and making a debate on the given issues. This chapter also discusses purposeful speech by which learners can introduce themselves or talk about topics they are provided. Furthermore, strategies that support the development of speech in oral presentations are also discussed.
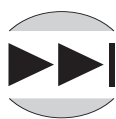
LEARNING OUTCOMES

At the end of this chapter, the student teachers will be able to:

- Define speaking skills.
- Identify the expected competencies of speaking skill in primary Mother Tongue syllabi (1-8)

- Use research-based teaching techniques to guide the learners to practice role play and dialogues in the classroom.

- Use research-based teaching techniques to support primary school students' understanding of characters and events.

- Use research-based teaching techniques to encourage students to express their opinions with supporting reasons and engage in debate.

- Apply research-based teaching techniques that support the development of speech in oral presentation of the primary school students.

- Design and implement lessons that support the primary students in how to introduce themselves and discuss topics they are given.

TEACHING AND LEARNING TECHNIQUES

- Modeling and Gradual Release
- Project Work
- Retelling
- Oral reflection
- Discussion
- Role-playing
- Dramatization

ASSESSMENT TECHNIQUES

- Observations
- Presentations
- Systematic practice
- Informal monitoring
- Turn and talk
- Quiz
- Individual and group reflections
- Project work
- Group production

INSTRUCTIONAL MATERIALS

- Primary Mother Tongue Curriculum Materials (Grades 1-8)
- Chapter references
- Audio-visual materials

6.1. DEFINITION OF SPEAKING SKILLS

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking skills are the skills used for communicating with speech. Pronunciation, enunciation, clarity, pace, projection and expression are speaking skills, as is learning to use eye contact when speaking (Brown, 1994; Burns & Joyce, 1997). Powerful speakers are straightforward speakers who carefully choose their words and use proper expression (Weaver, 1993). Speaking expression

refers to being aware of the audience and exhibiting appropriate volume and voice projection, pace of speaking, variation of pitch and tone, and enunciation of words (prosody).

Speaking and reading skills are highly inter-related. Students who exhibit skilled speaking skills also tend to have high reading comprehension skills (Liberman, 1998). Reading, writing, speaking, and listening are all skills that build upon one another, and it is important for students to receive instruction in all four areas.

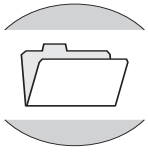## 6.2. EXPECTED SPEAKING COMPETENCIES IN PRIMARY MOTHER TONGUE SYLLABI

At the end of grade four and grade eight, the students will have acquired some core competencies of oral language for the subject mother tongue. Therefore, this section deals with what speaking skills the students will have acquired in grades 1-4 and 5-8, according to the primary Mother Tongue syllabi.

In the 1-4 Primary Mother Tongue Syllabus, the following speaking competencies are expected among students (Ministry of Education, 2013)**:**

- Tell personal experiences using age appropriate grammar.
- Begin to tell simple community tales by imitating accurately.
- Begin to tell a story using the language-appropriate intonation which shows meaning.
- Introduce themselves by giving their names and the school they attend.
- Introduce themselves, their family and their friends accurately.
- Begin to compare how grade-level concepts are similar.
- Retell stories accurately.
- Listen to simple stories and begin to tell main ideas accurately.
- Tell traditional stories accurately through play.
- Describe pictures, maps and charts.
- Use logical and verifiable facts in arguments for or against one's opinion.

In the 5-8 Primary Mother Tongue Syllabus, the following Speaking Competencies are expected among students (Ministry of Education, 2013)**:**

- Practice different ways of expressing themselves (describe events carefully, express feeling well, tell stories, and give instructions).
- Ask and respond to interview questions.
- Use logical and verifiable facts in arguments for or against an opinion.
- Express opinion with reasons.
- Retell the story and event that was learned in class using descriptive details, clear event sequence, and a satisfying ending.
- Rehearse dialogue with phrasing and expression that shows understanding of character and events.
- Prepare dialogue independently and present to class with expression.
- Rehearse and present oral poetry

ACTIVITY 1: Group Assignment

In groups of five, go to a primary school and observe whether or not expected speaking competencies among students are being taught. Pay attention and take notes about how well the students speak. Based on your observations, reflect your findings to the class and compare and contrast the findings from different schools.

6.3. ORAL PRESENTATION STRATEGIES IN PRIMARY MOTHER TONGUE SYLLABI

The following oral presentation strategies and skills are found in the primary mother tongue syllabi (Ministry of Education, 2013). To achieve the competencies listed in the previous section, teachers should use these strategies for teaching speaking skills:

- Providing multiple opportunities to practice oral presentation
- Small group discussions
- Summarizing
- Retelling stories
- Telling personal experiences
- Comparing and contrasting
- Telling community tales
- Repeated oral reading
- Predicting
- Decoding
- Thinking and searching
- Questioning and answering
- Introducing
- Describing
- Role-playing
- Modeling
- Imitation
- Clarifying

6.4. TEACHING STRATEGIES FOR SUPPORTING THE DEVELOPMENT OF PRE, WHILE, AND POST-SPEAKING SKILLS

? **Activity 2: Think-Pair-Share**

1. When you were in the primary schools, did you notice differences in speaking skills among students? What do you think would be the reasons for the differences?
2. Do you think students' speaking skills can be improved? How?

The goal of teaching speaking skills is effective communication. For most children, the literacy learning process actually begins with speaking—talking about their experiences and talking about themselves. Through speech, children learn to focus and organize their thinking. Oral language and speaking skills are innate and will occur almost naturally, but that does not mean that the acquisition of these skills will automatically lead to proficiency (Lyle, 1993).

Many studies have indicated that oral language development has largely been neglected in the classroom (Holbrook, 1983). Most of the time, the students use oral language in the classroom less than the teacher. However oral language, even when used by the teacher, seldom helps students gain knowledge and explore ideas (Zhang, Alex, Kortner, 1995). During oral language activities, the teacher should actually become a facilitator, during which time he/she is supporting the students while they explore their own thinking and ideas. The teacher can question students about their thinking and ideas and ask critical questions. This gives the students an opportunity to focus and organize their responses, which helps them to build their fluency in the use of oral speech. In this way, the teacher is not the knowledge giver but a facilitator. Teachers can also help language learners achieve speaking proficiency by:

1. Providing strategies that give them time to practice speaking (rehearsal time).
2. Using authentic (real life) situations so that the students may have the opportunity to use language from their real lives.
3. Creating routines so that students can be acquainted with communicating in the language.
4. Repeating new words and phrases, and using them often so that students can hear the correct pronunciation.

Pre-Speaking Stage

In speaking skills lessons, students spend the pre-speaking stage preparing for their presentations. This can be in the form of writing a speech, creating dialogue, gathering evidence to support opinions, or even participating in listening skill activities to which they must provide an oral response.

While-Speaking Stage

During the while-speaking stage, students are performing or engaging in spoken activities such as debate. Teachers may be listening or guiding the student(s); however, this is the time for students to demonstrate their speaking and language skills.

Post-Speaking Stage

The post-speaking stage consists of answering questions from the audience, wrapping up the presentation, and reflecting on the speaking performance (possibly through written reflection). Therefore, the strategies in this chapter focus on the while-speaking stage of instruction, and explain many ways that students can

develop their speaking skills during the while-speaking stage of the lesson. The while-speaking stage can also be assigned as a post-listening activity such that students are using both listening and speaking skills during the same class period. This strategy of combining listening and speaking activities will strengthen language skills for the students and make planning easier for the teachers.

6.4.1. TELLING RIDDLES, POEMS, AND STORIES

a) Riddles

A riddle is a statement or a question, with a hidden meaning, that forms a **puzzle** to be solved. A "riddle rhyme" is a riddle that is written in the form of a poem. Riddles are often in short verse, and have been found across the world. One of the most famous examples is the riddle of the **sphinx** (a creature with a body of a lion and the head of a human being). According to the story, if you could answer the riddle you were free to pass, but if you failed, the monster would eat you!

During adaptation, choose example riddles that are culturally relevant and commonly known

Example 1:

What goes on four legs in the morning?

On two legs at noon,

On three legs in the evening?

The answer is a human—who crawls on all fours (legs) as a baby, walks on two legs as an adult, and uses a stick to support them when they are old. The morning, noon and evening are metaphors for these times in a human's life.

Example 2:

What has a face and two hands but no arms or legs?

The answer is a clock, which has a round face and two hands.

Young language learners learn much from observation and imitation. They carefully listen what those around them say and notice how it is said. What has been learned at an early stage is difficult to change later on. Since young learners repeat exactly what they hear, clear and correct pronunciation of sounds is of vital importance. Thus, with the help of a variety of activities, such as dialogues, choral revision, chants, songs, poems and poetry, students' speaking abilities grow and their awareness of the language improves.

? Activity 3: Project work

Individually, interview community members and compile as many riddles as possible that can be used for teaching speaking skills (grades 1-8).

b) Poems

Poems offer a rich, varied range of text and are a source of much enjoyment. Widdowson (1989) argues that poetry has characteristics of how language is used, which makes it especially well qualified to assist in developing the ability to use language and linguistic forms for the sake of meaning.

Words/phrases used in **poems** have different meanings that suggest each learner's personal interpretation. Using poetry in language classrooms allows for students' active engagement in the lesson and creates a conducive ground for a real exchange of ideas among students. Hence, the development of one's own reaction to texts via employing the intellect as well as the feelings is a very important part of the language learning process. Moreover, the memorable feature of a poem offers the natural ability to automatically understand language, and to retrieve grammatical and lexical information that students did not know they had. In language teaching, stress and rhythm are often taught through the imitation of model sentences.

Poems offer the meanings in a few selected words, usually expressed very economically. In order to discuss them, it is very necessary to expand and extend the words on the page. From a small compact form of language input, large and varied output can be generated. Thus, poems should be relevant to the students' age and level. Students can recite and rehearse these poems to each other.

C) Storytelling

Stories are good for the students to tell if the story is at their language level and the teacher has modeled how to tell a story. Students can briefly summarize a tale or a story they heard from someone beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of the elements of the story: beginning, development (middle), and ending. They will also need to include characters, a setting, and a plot. Therefore, storytelling is an art form that develops through practice. When ready, the students can share their stories with the entire class. Students also can tell riddles and jokes; for instance, at the very beginning of each class sessions, the teacher may call a few students to tell short stories or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also, get the attention of the class (Kayi, 2006).

When teaching storytelling to children, it is not necessary to be a great storyteller yourself. It is helpful, however, if you can demonstrate to children some of the characteristics of an effective storyteller. A good storyteller should do the following things:

- Select a story that she or he really enjoys and that is appropriate for the audience.
- Be thoroughly familiar with the story; memorize only key phrases, not the entire story.
- Be imaginative and include gestures and facial expressions to convey meaning.
- Speak with expression, feeling, and emotion.
- Look directly at the audience; gaze about so that everyone feels involved in the story.
- As a teacher, after you have demonstrated storytelling techniques, divide your class in to small groups and have students practice telling stories to one another.

Yellen, Blake, & Devries (2004)

?   **Activity 4: Group work**

Read the following story that is taken from the independent reading section of grade 3 Amharic student textbook (p. 29) and translated in to English.

Discuss the following questions from the story in groups of six and reflect to the whole class.

Unity is Strength

There was an old man who advice and controlled his children. Once up on a day he instructed each of them to bring a stick, which they brought. After that he ordered them to break up the stick. Again he ordered each of them to bring three sticks and tie them together and ordered each of them to break up the tied sticks. But they couldn't. He said, individually you are not strong enough to break the stick. So unity is strength**.**

1. What are the characters of the story?
2. State the role(s) of each character in the story.
3. What message does the story convey? Or, what do you learn from the story?
4. Tell a story similar to the above one to your friends and identify: characters and their roles, theme, setting and etc. of the story.

(During adaptation use examples from your MT)

6.4.2 RETELLING WHAT HAS BEEN HEARD

Retelling is a very effective strategy for developing speaking skills. One of the ways of helping them be successful with this strategy is to let them illustrate the retell before speaking. The drawing helps them to focus on the retelling and thinking and it also cuts down on the anxiety they feel if they are at the beginning or intermediate stage of language acquisition, and if they are still developing BICS in their L2. Different techniques are recommended in the primary school mother tongue syllabus (Ministry of Education, 2013) to practice this strategy. These are:

- Telling simple community tales
- Retelling stories accurately
- Listening to simple stories and telling their main ideas
- Retelling the story of a text that has been read aloud
- Telling traditional stories etc.

?   **Activity 5: Pair-Share**

Complete the following tasks:

1. Tell simple community tales, that you have heard from your family/environment, to your classmates.

2. In groups of six (make sure in each of the group females and males are fairly included), think of a story that your teachers told you in the primary grades. Then, tell it to one another within your group members. Finally, select one story in your respective groups and retell it to the class through your representatives.

3. Read the following questions carefully and answer them accordingly.

The following story is taken from the independent reading section of grade 3 Amharic student textbook (p.11) and adapted in to English. First, read it in pairs. Then, in each pair, one student will ask and the other student will answer the questions.

Vaccinating Children

Imama Teseme was a blind woman. She was visually impaired at birth, but she had a bright mind. She has two children and she gave vaccination to her children at the appropriate time. Due to this reason, they never contracted a disease. Now her children completed their education. So Imama Teseme's advice to environmental society was to take vaccination for their children. Due to this, environmental health experts acknowledge her as a role model.

1. According to the story who is the role model? Why?

2. Who are the characters of the story?

3. Point out the main idea/theme of the story.

4. Retell the story using your own words.

(Note: During adaptation, select a text from the Primary MT textbooks.)

6.4.3. ROLE PLAY AND DIALOGUES
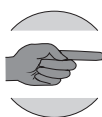
Role-play is one of the ways of getting students to speak. It is a way of bringing situations from real life into the classroom. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they do, think, or feel. Thus, the teacher can tell the student, "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer as cited in Kayi, 2006).

In role play, students imagine a role, a context, or both, and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 1990). As with dialogues, the situation used for role play should be within the realm of experience, possible experience, or knowledge of the students. The more familiar the situation is, the easier it will be for students to participate fully. Appropriate situations include topics that students see or in which they participate in their own lives. It is easy to set up and run a role-playing session. For that matter, it is necessary to follow the following five steps.

Step 1: Identify the situation

This helps students to start thinking about the situation before the role play begins.

Step 2: Add details

Set up a role playing scenario in enough detail for it to feel "real."

Step 3: Assign roles

Once you have set a scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it usually happens. Others will represent people who are supportive or hostile, depending on the scenario.

Once you have identified these roles, allocate them to the students involved in your role-play exercise; they should use their imagination to put themselves inside the minds of the people that they are representing.

Step 4: Act out the scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

Step 5: Discuss what you have learned

When you finish the role-play, discuss what you have learned, so that you or the people involved can learn from the experience.

? **Activity 6: ROLE PLAYING**

In pairs, play a role on the following situations. In each pair, one student will act as a secretary and the other student will play a student's role.

Student role: You are a student and want to make an appointment with the school director. You are going to do this through the school secretary. The school secretary will give a reply as per the student's question.

<u>While doing so, follow these steps</u>.

- Greet the secretary.
- Explain that you want to meet with the school director.
- State why you want to meet (e.g. to explain an absence).
- List your available times.
- Ask the secretary when the director is available at office.
- Ask if the secretary needs any other information.
- Thank the secretary.

Secretary role: You are approached by a student who wishes to make an appointment with the school director. Make sure to gather all needed information.

Dialogues provide learners with grammatically controlled scripts that they can use in real life. Dialogues can very easily be scripted and turned in to child-friendly role-plays. Whenever possible, the role play should be based on the types of real and make-believe conversations that children have when they work and play (Linse, 2005). Modeling is an excellent way to introduce a dialogue. Usually it involves students simply listening to the dialogue. The purpose of modeling is to develop students' listening skills and prepare them for the new phrases and vocabulary they might encounter. As noted, they must have time for rehearsing the dialogue and expression.

Reader's Theater is also another form of dramatic presentation that increases children's comprehension of literature as well as develops oral language. It is simple because there are no costumes or props. Each student receives the script they are to recite, time to rehearse, and help with linguistic differences. Reader's Theater is a presentation by two or more participants who read from scripts and interpret a literary work in such a way that the audience imaginatively senses characterizations, setting, and action. Vocal intonation and facial expression can also be used to enhance the quality of the presentation. You will practice Reader's Theater this semester in TMT 222.

Dialogue Practice A

(Note. During adaptation, select a dialogue from your MT textbooks.)

Read the following dialogue in pairs and practice it. In this dialogue the characters are Kume and Hinsarmu. Both are grade six students.

Kume: *Hinsarmu the exam is soon, so let us study together.*

Hinsarmu: *When is it?*

Kume: After three weeks

Hinsarmu: *Oh! Why don't you say three month? To say a semester, two month is re-maining.*

Kume: *Oh! You are foolish. Three weeks are no longer than three days. So why don't we start studying?*

Hinsarmu: *It is me or you foolish? Why I suffer three weeks. It is better suffering three days. So why we don't start to study when three days remain?*

Kume: *No, preparing ourselves early is necessary.*

Hinsarmu: *I don't want to suffer. Now I play with my friends. (But the exam is approaching).*

Kume: *How are you Hinsarmu?*

Hinsarmu: *Fine, Kume. What shall I do? The students will not volunteer to give me their exercise book.*

Kume: *They are right. You have not given attention to your work.*

Hinsarmu: *So would you give me yours?*

Kume: *Here you are.*

Hinsarmu: Thank you. Now I understood your advice.
　　　　(It is taken from Afaan Oromoo grade six students' text book p212)

Dialogue Practice B

In pairs, practice the following dialogue orally. Then, develop your own dialogue and play a role (one student should play a teacher's role and the other student a student's role) accordingly.

Teacher: Today we are going to talk about what words start with the /m/ sound. What words start with the /m/ sound?

Student₁: Monkey.

Teacher: Very good, monkey begins with /m/. Can you give me the name of another word that starts with the /m/ sound?

Student₂: Mouse.

Teacher: Very good, mouse begins with /m/. Who can tell me another word that starts with the /m/ sound?

Student₃: Milk.

Teacher: Very good. How about another word?

Student₄: Move.

Teacher: Good, all of these words begin with /m/.

Dialogue Practice C

In pairs, practice the following dialogue. Take the roles of two students talking to each other.

Student A: What is that you are holding?

Student B: It's the book my English teacher gave me.

Student A: Who teaches you English?

Student B: It's David.

Student A: David…? I don't remember him.

Student B: Come on. David. He has dark hair and a straight nose. He's tall with wrinkles.

Student A: I still don't remember him.

Student B: He is fair skinned who is in his mid-30 with gapped teeth. Ok …he has a scar.

Student A: Oh, that David!

Student B: Yeah, do you remember him?

Student A: Yes, I do. My friend told me about him once.

6.4.4. EXPRESSING OPINIONS WITH SUPPORTING REASONS

An opinion is a judgment, viewpoint, or statement about matters commonly considered to be subjective, (i.e., based on that which is less than absolutely certain, and is the result of emotion or interpretation of facts). What distinguishes fact from opinion is that facts are verifiable and can be proven to have occurred. An opinion may be supported by facts, in which case it becomes an argument, although people may draw opposing opinions from the same set of facts. For example**:** "*Smoking cigarette seriously damages health; therefore, smokers should be punished".* It can be reasoned that one opinion is better supported by the facts than another by analyzing supporting arguments. In casual use, the term opinion may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires.

In expressing opinion, "unpack the suitcase" (or the box) is a fun strategy for students to practice their speaking skills. The teacher will bring in a suitcase (or box) filled with different objects. The students will give their opinions on what they think the object is and give supporting reasons why they think the object is what they say. The teacher should include some familiar and some unfamiliar items. This will allow students to practice prediction and give supporting reasons for naming the objects (Kawaguchi, 2010). Words or phrases used to express an opinion might include: *I think, I believe, I disagree, and, as*

well as, *in the same way*, *in addition to*, *furthermore*, *just like*, *like*, *as*, *likewise*, *similar*, *similarly*, and *moreover*.

? **Activity 7: GROUP PRESENTATION**

In small groups (mixing females and males), express your opinions with supporting reasons and present your work to your classmates based on the following situation.

"Life in urban areas is better than life in rural areas" Argue on this opinion in terms of access to health care centers, schooling, clean water supply, security, transportation, telecommunications, electricity, etc.

6.4.5. DEBATE

Debate is an important and interesting technique in the teaching-learning process used to improve the speaking skills of students. Debate develops effective communication skills for students, which enhances their confidence, ability to communicate, and skill in persuasion.

Debate is a teaching method that can improve verbal communication and teach critical thinking for the students where they can be more active in every situation. Besides, it can be an active learning process since the students will learn how to construct their ideas, work in groups, and share knowledge.

In debate, students get to hear both sides of an issue. They can learn from each other because they can see different opinions and ideas. Debate can also develop students' content knowledge; they will hear some new information/ideas from other debaters which can enrich their knowledge. Debate will become an appropriate technique in improving speaking skill if the teachers and the students implement it properly. Therefore, the teacher should have good procedures and activities in the classroom. These include:

- Opening the class presentation
- Giving the topic and explanation
- Dividing the students into some groups
- Giving the duty for each group so as to develop an argument
- Providing consultation
- Helping students practice
- Closing the class

?   **Activity 8: DEBATING**

Let the students read the following statement and decide whether they agree or disagree.

"**Using trees for charcoal should be legal**."

Put those agree in one group and those who disagree in the other group. Then, let the two groups form arguments and debate each other on the issue.

(Note: Adaptors can use different issues from their respective languages)

6.4.6. PRESENTING ORIGINAL WORKS
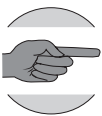
Children love to write stories about their homes and families. But this can be a difficult task for the students at the beginning and lower intermediate levels, as well as for L2 learners. One way of reducing the affective filter is to let students draw a picture as their original work, and then add phrases, sentences that are simple, and then more complex sentences depending upon their language level. After creating pictures of their stories, students can then present their work. If other students see the visuals, that will take away some of the anxiety L2 learners face when they participate in speaking exercises. They always have a fear of mispronouncing a word, other students making fun of their accents or using words in a wrong way (Beck, McKeown, & Kucan, 2002).

One of the strategies that support development of speech as well as sentence structure is the "Build a **sentence pyramid**." In this strategy, the teacher starts by saying a sentence. The first student adds to the sentence. The next student adds more information to the sentence, etc.

An example this strategy may be the following:

I see a clown.

I see a funny clown.

I see a funny, red and blue clown.

I see a funny, red and blue clown dancing to the beat of a drum.

After practicing together, students can create their own pyramid and share it with the rest of the class. There needs to be modeling first by the teacher, then the whole class writing and reciting it chorally, after that pair writing, and lastly individual pyramids with the individual student speaking. This strategy can be used with any topic and it can be as easy or complex as needed by the levels of language (Radcliffe, Caverly, Hand, & Franeke, 2008).

6.5. PURPOSEFUL SPEECH

Language learners build language skills through practice. Some of the most effective strategies for building speaking skills include self-introductions and oral presentations, In addition, these strategies and skills are found in primary mother tongue curriculum.

6.5.1. INTRODUCTIONS (ABOUT SELF, ABOUT TOPICS, ETC.)

Interactions with other students (as well as family and teachers) are an important aspect of speaking. Pair or group work allows for ideas to flow more freely and minimizes the risk that students take when speaking (particularly second language learners). A strategy that students like and which gives time for interaction between students is the *"Find Your Match"* activity. Each student is given a card with information on it that matches someone else's card. Tell the students to mix and mingle with each other until they find the person that matches their card. Example: if one student has the word "character" on a card, then they must find someone who has a card with a character name on it. Students then must tell each other what they know about the character. This gives speaking practice without stress (Vogt & Echevarria, 2008).

Another strategy discussed by Vogt & Echevarria (2008) is where the students introduce themselves. Each student receives a semantic map. They will put their name in the center circle and in the outlying circles use words to describe themselves. Students can present their personal graph to tell others about themselves. See one example of a semantic map below. Students can add as many circles as their language level allows. This gives them something to reference as they speak, lowering the stress they may feel. This is also an excellent way for L2 learners to present information about themselves. Look at the following example graphic organizer to know how to introduce oneself using semantic map.
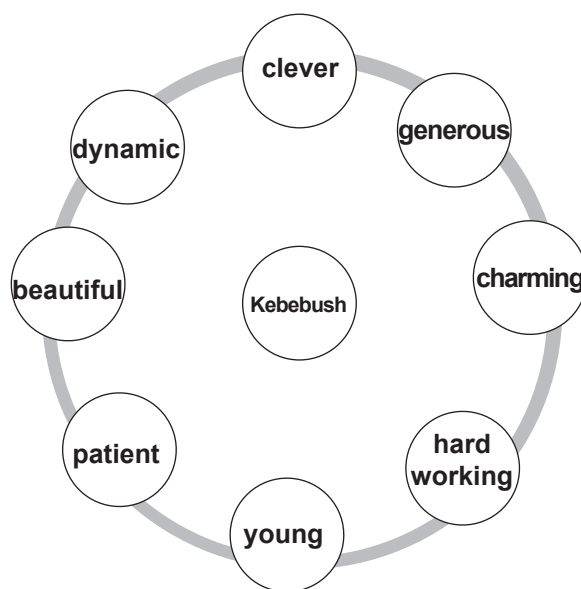

Figure 15 - Example of graphic organizer: introducing oneself using semantic map.

? Activity 9: PAIR WORK

Fill in the semantic map by putting your name in the center circle and words which describe yourself in the outlying circles. Then, working in pairs, exchange introductions using the semantic maps you created.

Another good strategy, where the students introduce themselves or others, is through the "All about Me" poem (NCTE/IRA, 2004). The following is just an example. The teacher can add more or different lines to match the language level of the student. The student is given a form with the following:

My name is _____.

I love _____, _____, _____.

My favorite foods are _____, _____, _____.

In school I like _____, _____, _____

6.5.2. STRATEGIES THAT SUPPORT DEVELOPMENT OF SPEECH IN ORAL PRESENTATIONS

Basically, a presentation has three parts:

1. The beginning/introduction

2. The middle/body

3. The end/conclusion

The beginning of a presentation is the most important part. At this point, the speaker establishes a rapport, introduces a topic, and prepares listeners for the rest of his/her presentation. In the middle/body of a presentation, the speaker gives a brief explanation to cover all main ideas of his/her presentation. To communicate effectively, a speaker must state his/her ideas in a simple, concise, and interesting manner. The end of a presentation should never come as a surprise to listeners. It requires summarizing the speech in a few lines (briefly emphasizing on key points and main ideas) to make sure the listeners have retained the main points.

"Paired talk" is one of the strategies that support development of a speech in oral presentation. It is a strategy that is non-threatening to L2 speakers and gives him or her the opportunity to talk with another student before making a presentation to the group or class. This also gives the student an opportunity to get form new ideas, practice pronunciation, and focus on the topic.

Displaying language prompts with the words, "I think, because, I wonder, I still want to know, you could, because, I wish, etc." gives the students phrases to refer to when speaking in an oral presentation. Such phrases help the student to focus and stay on topic (Guccione, 2012).

?   **Activity 15: INDIVIDUAL WORK**

Each student prepares a speech using the following situation and presents it to the class.

Think of a day in your life that you will never forget. It could be the day you were very happy, amazed, sad, upset… Tell your classmates, your friends, exactly what happened that day. Remember to tell the specific time.
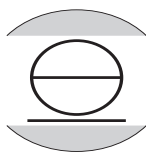
SUMMARY

Teaching speaking is a very important part of language learning. Various speaking activities and strategies, which support the development of speaking skills, exist. Students can:

- Tell riddles, poems, and stories;
- Retell what they have heard; practice role play:
- Read dialogues—rehearsing dialogue with phrasing and expression that demonstrates understanding of character and events
- Express opinions with supporting reasons;
- Practice a debate;
- Introduce themselves, their families, friends, etc.;
- Present their original works.

The chapter also discussed expected competencies of speaking skills in primary Mother Tongue (1-4) syllabus. In this level, students are expected to tell personal experiences using age appropriate grammar, tell simple community tales by imitating accurately, and tell a story using the language appropriate intonation that shows meaning. Additionally they are also learning to tell traditional stories accurately through play and introduce themselves by giving their names, family and friends as well as the school they attended. They also describe pictures, maps and charts accurately.

This chapter also explains expected competencies of speaking skill in primary Mother Tongue (5-8) syllabus. Practicing different ways of expressing themselves, asking and responding to interview questions, using logical and verifiable facts in arguments for or against an opinion, rehearsing dialogue with phrasing and expression that shows understanding of character and events, independently preparing and presenting dialogue to the class with expression, and presenting oral poetry are the major expected competencies of speaking at the grade 5-8 levels.

These activities can contribute a great deal to the development of students' language 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. The ability to communicate in a language clearly and efficiently contributes to the success of the learner in school and later in every phase of life. Therefore, it is essential that language teachers pay due attention to students' speaking skills and instruct students in ways that build on their current skills. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

Project Work #1

Evaluating Student Speaking Skills and Designing a Speaking Activity

Chapter 3 introduced a rubric to evaluate students' speaking skills (see next page). Work with a young child at a local school, or in your community. Evaluate the child's speaking skills using the rubric below. Prepare a summary report of your findings; include any difficulties the child may be experiencing (remember that level 5 for all skills means adult-like speech). Then, design a while-speaking lesson activity aimed to build the student's speaking skills. Turn in your report and lesson to your instructor.

Student's Name:					
Compo-nents	**1**	**2**	**3**	**4**	**5**
Comprehen-sion	Cannot under-stand simple conversation	Only under-stands conver-sational lan-guage spoken slowly	Can understand most conversations if the speech is slow & in-cludes repetitions	Understands al-most everything at normal speed, but may require some repetitions	Understands class con-versations & discussions without diffi-culty
Fluency	Speech is halting & fragmentary, makes it extreme-ly difficult to initiate a conver-sation	Usually silent or hesitant clue to language limitations	Often speech is interrupted while the student searches for the right word or ex-pression	Generally fluent in class discus-sions, but may lapse some-times into word searches	Fluent & effortless conversation
Vocabulary	Very little vocab-ulary makes con-versation nearly impossible	Limited vocabulary & often misuses words	Frequently uses incor-rect words, and speech is limited by insuffi-cient vocabulary	Sometimes uses inappropriate terms or must rephrase clue to limited vocabu-lary	Fully capa-ble in using vocabulary & idioms
Pronunciation	Difficult to un-derstand clue to sever pronuncia-tion problems	Pronuncia-tion problems make it neces-sary to repeat a great deal	Pronunciation prob-lems cause listeners to have to listen closely; some mis-understandings	Always intelligi-ble but may have heavy accent or inappropriate in-tonation patterns	Normal pro-nunciation & intonation
Grammar	Acute problems with grammar & syntax making speech nearly unintelligible	Grammar & syntax prob-lems often force repeti-tion or overre-liance on sim-ple or familiar patterns	Frequent errors with grammar & syntax that sometimes alter meanings	Sometimes makes grammar or syntax errors	Appropriate grammar & syntax

(Adapted from California State Department of Education)

Project Work #2

Preparing a Microteaching Lesson

Using the basic framework for teaching speaking skills, develop a speaking lesson for grades 5-8. Your lesson should have all three stages of teaching speaking (pre-speaking, while-speaking, and post-

speaking). Since microteaching means short lessons, your lesson should not last more than 20 minutes; however, it should be like a lesson one would teach in his/her actual classroom, not merely a description of the procedures of the activities you do.

Your audience can be half or all of your classmates whom you imagine as grades 5-8 students.

Your instructor will tell you in advance the schedule for conducting the microteaching lesson.

REVIEW QUESTIONS

Read the following questions/statements carefully and answer them accordingly.

1. List and discuss the strategies that are used for developing speaking skills of students.
2. Explain how retelling is an effective strategy to develop speaking skills.
3. List and discuss techniques that help students practice retelling strategies from the primary Mother Tongue Syllabi.
4. Produce a poem and present it to the class orally.
5. Explain how storytelling fosters creative thinking.
6. Compare and contrast the expected competencies of speaking skills in primary Mother Tongue syllabi (1-4 & 5-8).

Match the strategies under column "**A**" with their descriptions under column "**B**".

	A	B
1	Modeling	a) Small group of students practice scripts at an independent or instructional level; the focus is on expression; special dress or items (props) are not used and lines are not memorized.
2	Reader's Theatre	b) It is an excellent way to introduce dialogue and to tell short stories.
3	Build a Sentence Pyramid	c) Look directly at the audience; gaze about so that every-one feels involved in the story.
4	Find Your Match	d) Using this strategy, students introduce themselves or others.
5	All about Me	e) Each student is given a card with information on it that matches someone else's card.
6	A good story teller	f) A strategy that supports development of speech as well as sentence structure.

CHAPTER 6: SELF-ASSESSMENT

Below are self-assessment statements. Copy them into your exercise book and put a "√"checkmark on the spaces provided in the table indicating if you agree or if you disagree with the statements. Make sure that you read again those sections that are marked as "disagree."

Statement	Agree	Disagree
1. I can define the meaning of speaking skills.		
2. I can identify expected speaking competencies in primary Mother Tongue (1-8) syllabi.		
3. I can use research-based teaching techniques to guide the learners to practice role-play and dialogues in the classroom.		
4. I can use research-based teaching techniques to support primary school students' understanding of characters and events.		
5. I can use research-based teaching techniques to encourage students to express their opinions with supporting reasons and engage in debate.		
6. I can apply research-based teaching techniques that support the development of speech in oral presentations of the primary school students.		
7. I can design and implement lessons that support the primary students in how to introduce themselves and discuss topics they are given.		

MODULE SUMMARY

This module has been designed to develop teaching techniques for teaching listening and speaking at Ethiopian primary grade classrooms. Theoretical background for this module, the teaching of listening and speaking, was discussed in chapters one and two. This was followed by how to plan, implement and assess speaking and listening skills. In chapter four, this module examined the principles that support the development of oral vocabulary and the various strategies for teaching oral and academic vocabulary. Then, strategies to teach listening through the pre-listening, while-listening and post-listening stages were presented in chapter 5. The purposes of each of these stages and the various techniques required to reach at these purposes were discussed. Listening comprehension can be developed when teachers intentionally support students to activate their background knowledge, ask questions that frame the listening process, and involve students in prediction, retelling and summarizing processes. Besides teaching listening skills and their role in language acquisition, identifying speech sounds in listening, and steps of teaching listening skills have been discussed in chapter five, as well as strategies that develop listening comprehension. These include listening and describing stories in order, responding to listening questions, summarizing the themes of listening texts, and reciting poems. This was followed by some of the major strategies for teaching speaking skills in the primary schools in chapter six. At primary school level, retelling what students have heard, telling puzzles, riddles, poems and short stories, expressing opinions, and role play, short dialogues, rehearsal dialogue with phrasing, debating, and making presentations are effective strategies to develop speaking skills.

Each chapter of the module provided opportunities to practice those strategies recommended in the mother tongue primary school syllabus and textbooks. Student teachers should use those activities to acquaint themselves with what they are expected to teach after graduation. Teacher educators should ensure that those activities are successfully mastered by the student teachers. The self-assessment tasks at the end of each chapter should help to monitor whether the student teachers have developed the expected objectives in this course.

GLOSSARY

Acquisition - The process of gaining language through unconscious usage of the language

Adding - Putting letters/morphemes on the words it can be at the beginning, middle or at the end.

Alertness -Awareness and localization of sounds

BICS - Basic Inter Personal Communicative Skills – the language we use socially

Bilingual Language Acquisition - The simultaneous acquisition of two or more languages before the age of three years such that each language is acquired with native competency.

Bilingualism -The ability to speak two (or more) languages with native proficiency.

Blending - Putting together letters, fidels, or word parts to read a word

CALP - Cognitive Academic Language Proficiency – the language of school

Competency – learning outcomes from the primary mother tongue syllabus

Coordination - the act of organizing and integrating different activities in a systematic way.

Deleting - Avoiding letters/morphemes from the root word

Decoding-Converting a coded (data or message) in to the understandable language

Discrimination - Recognize same/different sounds

Discriminative listening - when the listener discriminates between different sounds/phonemes.

First language acquisition – Infants' acquisition of their native language.

Guided review – Students respond to questions and share learning from the previous lesson such as reviewing taught words. Teacher uses this information to determine the direction of the correct lesson.

Language facilitation – Similarities in two languages that are transferred positively while

Language interference – Differences in two languages that cause a non-productive transfer

Language transfer – How second language acquisition is influenced (positive facilitation or negative interference) by the first language

Meta-linguistic – the ability to think about language and how to use it.

Mood - is an atmosphere that creates an emotional setting.

Morphology - A study of the structure of words

Opinion - a judgment, viewpoint, or statement about matters commonly considered to be   subjective.

Phonemes - The smallest unit of sound with in a language. A phoneme combines with other phonemes to make words.

Phonology - The study of the sound system and how sounds are organized in a language

Poem - A piece of imaginative writing in verse.

Post-listening - Teaching Listening stage that comes after the while-listening stage.

Pragmatics - The study of how context and situation affect meaning.

Predicting - Guessing about something before it is known.

Pre-listening - Teaching Listening stage that students do before they listen the actual text

Presentations - Students have an opportunity to demonstrate their developing understanding to the teacher, in small groups, or to the class by saying a poem or short speeches with expression

Proficiency - The ability or talent to use language effectively.

Puzzle - A situation that is difficult to understand (a problem designed to test mental skills)

Reader's Theater - a presentation by two or more participants who read from scripts and interpret a literary work in such a way that the audience imaginatively senses characterizations, set-

ting, and action.

Recursion - The process of repeating items in a similar way

Retelling - A very effective strategy for developing speaking skills and can be practiced by letting students retell simple community tales, traditional and/or simple stories, etc. before speaking.

Rhyme - A repetition of similar sounds at the end of two or more verses of a poem or a riddle.

Rhythm - A repetitive pattern of sounds in a poem.

Riddle - A statement or a question, with a hidden meaning, that forms a puzzle to be solved.

Role-play - A way of bringing situations from real life into the classroom so that students   pretend they are in various social contexts and play a variety of social roles.

Second language acquisition - The acquisition of another language or languages after first language acquisition is underway or completed**.**

Segmenting - Separating a word in to syllables, sounds, morphemes or meaningful word parts.

Semantic Map - Connect word meanings using graphical presentation

Semantics - Word meanings

Sentence Pyramid - Creating complex sentences from simple sentences

Sequential-bilingualism - Refers to the acquisition of a second language by someone who has already acquired a first language.

Sign language - Manual language expressed with the hands.

Stanza - A grouped set of lines within a poem, usually set off from other stanzas by a blank line or different indentations.

Speech perception - Hearing and understanding the sounds and words of a language

Speech production - Speaking the sounds and words of a language

Sphinx - A creature with a body of a lion and a head of a human.

Substituting - Replacing morphemes/ letters/ fidels by others from the root word.

Syllable - A unit of sound that has a vowel at its core and one or more consonants surrounding it.

Syntax - The order of words in sentences.

Systematic practice - prescribed practice that is used to instruct and monitor student progress in classrooms

Total physical response (TPR) - Using physical movements when giving directions or eliciting a response.

Usage-based - Increased knowledge of language based on individual words or frames on the basis of the speech somebody heard or used.

Vocabulary - Word meanings.

Warm-up - An activity that arose students' interest before the lesson

While-listening - Teaching Listening stage that comes after the pre-listening stage

Word consciousness - The interest in and awareness of words

Zone of proximal development - the distance between what students can do without help and what he or she can do with help

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