

The Art of Teaching Speaking

Chapter 3: What does a conversation class look like? (pp. 100-109)

CASE #17

Teaching conversation in Germany

Adults, Business English in a Private School

Karina Clemmons

1. The importance of the topic that you choose for your conversation class

- She often prepared for her conversation classes by keeping up with current events that might interest her students as conversation topic such as politics and business. Her students also like talking about their jobs.
- Becoming familiar with your student's needs as quickly as possible is related to a successful class and an unsuccessful one, so the teacher has to spend some time outside of class trying to get information about current news, politics, and business.

2. Corrections in a natural conversational flow

- In her class, German students wanted her to correct, however, some ESL teachers think that corrections interrupt a natural conversational flow. A teacher should recognize the ESL students' errors with teaching experience and training for the way to practice the error.

CASE #18

Teaching conversation in China

College; University

Jennifer Miller

1. Teachers have to work patiently but hard at gaining students' confidence.

- In China, students' general experiences of English classes are grammar translation and memorization, and developing conversational English doesn't take high priorities.
- However, she built up the relationships with her students little by little, and they became more comfortable in oral production.
 - She used the uninspired textbook, and picked up the cultural segments to keep things interesting. Students read sample dialogues from the textbook as the oral production, and made minor modifications to practice other vocabulary.

2. According to students' ability we can challenge students with activities such as movies.

● She had a unit based on the movie which had great appeal to Chinese students on many levels. After viewing this movie, she spent several class periods and discussed it, went over characters and themes, answered comprehension questions, and debated in her class.

CASE #19

Teaching University English Classes in Korea

Adults; University

Bryan T. Stoakley

1. A teacher-centered classroom in Korea (in Japan too), so...

- He planned activities that get students to do almost all of the talking.
- He also thinks that group work is necessary because there is less stress about making mistakes for students.

2. Let students choose the class topics.

● He says that it is important for students to know next topic in advance because they can prepare for next speaking activities and they can participate.

CASE #20

A year in the Life of an ESL Teacher on the Canadian Prairies

Adults; Various Settings

Frieda Lepp Kaethler

1. A balance of fluency and accuracy

● In teaching speaking, teachers need socio-cultural/linguistic knowledge and understanding of discourse patterns.

2. Warm-up activity for opening the class

● She often does role playing which needs in real-life such as doctor's appointment in her class, and also does an opening question such as "If you could study anything you wanted, what would you study?".

2014/05/26
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Discussion points

1. If you do conversational class with ALT in JH or HS, in what kind of points will you cooperate with him/her?
2. In your conversational class, do you allow students to use their dictionary during activity? Why?