Speaking Skills for Academic Purposes

Emma Lay
Why are we here today?

**Personal**
- to practise my English
- to get to know new people
- to become more confident in my speaking skills
- to talk to a native speaker

**Professional**
- to learn some new/useful phrases
- to meet people who work in the same area
- to get the know-how about how to be an academic speaker
- to speak about specialised problems
- to listen to other colleagues

**Pedagogical**
- to find some tips for teaching speaking
- get ideas on how to make students speak in class
- to learn how to handle a discussion
- to compare what I have picked up about speaking in EAP with the session
- to make more motivating lessons
- to share ideas on various aspects of speaking
A semi-formal speaking situation

networking at a conference
At a conference in Beijing in the summer just before lunch

#1
At a conference in Beijing in the summer just before lunch #2

Are you enjoying the conference?
How was your journey?
Do you like the weather?
When are you going to give your presentation?
Have you been to China before?
Are you going to participate in the evening programme?
Can you recommend any speakers for presentations to any?
At a conference in Beijing in the summer just before lunch #3

How did you like the talk?
Has it met your expectations?
Have you been to Beijing before?

Didn't you have problems understanding the strange accent?

Have you attended a similar conference before?

Do you work with students requiring special needs?
What do speaking skills involve?
What do speaking skills involve?

- Language competence (clarity, fluency, vocabulary, articulation)
- Voice quality (intonation, rhythm, loudness)
- Body language
- Self-confidence
- Clear ideas (expression, accuracy)
- Knowledge of the topics -> level of the audience
- Listening skills

GENERAL
- Fluency
- Courage to speak
- Vocabulary
- Attitude - empathy
- Voice - tone, pauses, pace...
- Ability to deliver the message in understandable ways for different audiences
A framework for speaking skills

**Code user**
- Pronunciation: stress, intonation, chunking
- Non-verbal communication

**Text maker**
- Apply knowledge to create texts
- Create intertextual links
- Express literal meanings
- Link texts to prior knowledge

**Text user**
- Use language features for particular purpose, context, audience
- Interact with others about a text
- Adapt register for audience, context, purpose

**Text agent**
- Use language features to speak about values, attitudes, judgements
- Present alternative positions, points of view

Learning is a social and *dialogic* process, where knowledge is co-constructed rather than "transmitted" or "imported" from teacher or course book to learner. The direct route to learning is therefore located in the *interactivity* between teachers and learners, and between the learners themselves.


Note this can also be done by tapping the table, raising arms, humming, dum-di-dah-dah
Speaking skills for presentations and lectures can be improved by:

- Focussing on sentence stress and which words carry stress for emphasis to communicate the main thrust of an argument.
- Chunking phrases and adding in pauses (/=short pause //=long pause) help the speaker maintain interest/emphasis and provide the listener with pauses to digest information (especially in academically ‘dense’ texts).
- Using the rising and falling tones to signal continuing and finishing information respectively.

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Adapted from Thornbury, S. (2005) Dogme, Dancing in the dark? Folio 9/2
Lectures & Presentations: functional language

Putting it in other words
In other words, ....
That is to say, ....
To put it another way, ....
The point I'm making is ....
What I'm suggesting is ....
Let me put it another way.

Referring back to what you have said
As I said at the beginning, ....
In the first part of my talk, I said ....
As I mentioned earlier, ....
I told you a few minutes ago that ....

Moving on
I'd like now to move on to ....
Turning now to ...
Moving on now to ....
Having looked at ..., I'd now like to consider ....
Now, let's turn to ....
I now want to turn to ....
The next point is ....
Another interesting point is ....
The next aspect I'd like to consider is ....
I'd now like to turn to ....

Giving examples
An example of this is ....
For instance, ....
And as proof of that, ....
Remember ....
You only have to think of ....

Using visuals
On this graph, ...
Take a look at this.
Let's have a look at this.
I'd like you to look at this.
I'd like to draw your attention to ...
Here we can see ....
As you can see, ....
If you look closely, you'll see ....

Concluding
So ....
We've seen that ....
First we looked at ... and we saw that ....
Then we considered...and I argued that...
So basically ..... 
we have looked at ....
To sum up ....
To finish up, I'd like to emphasise that..
Starting off...
Shall we get started?
In today's lecture, we'll cover... Let's get going,
To begin with... We've got a lot to
today, we'll focus on... cover.
Let's get the show on the
road...

Last time we told you about...
Your attention, please...
Let me tell you why I chose
this topic.
Let's begin with...
Have you heard about...

Outlining the P.
In my presentation, I'm going to...
So I'd like to begin by (v6-ing)
then I'll move on to examine
address...
before finally __-ing.
Already old Romans...

...than we'll have a break.
I structured my presentation...
Lectures & Presentations: functional language

your ideas #2

Introducing references

As Einstein published in 1905, my today's lesson is based on relativity theory. You can find more on the topic in... Something you may want to take a look at is...

You may have heard about it in...

The second development in the field... If you're interested in this, check out X by Y. You surely remember the book by... X claims that...

The information is taken from...

Have a look at [AUTHOR 1]

Reformulating in response to query

Let's put it in a simpler way.

So what you're suggesting is...

My understanding is...

Let me give you an example...

So what this means is...

Maybe I didn't make myself clear.

So another way of seeing it is...

correctly...

If I understand, you are asking about...
Seminars: management and participation strategies

**Opening**
So what I’d like to start with is...
So, who wants to get things going?
What I’d like us to discuss today is...
So, let’s get the ball rolling!

**Interrupting to comment**
If I could just come in here.
Sorry to butt in, but ....
Can I just add....
That’s a really interesting point but it’s worth remembering that...
That’s great but have you thought about...

**Clarifying Questions**
That's not really what I was asking. My question is about ...
Perhaps I didn't make my question clear. What I asked/meant was..
I think you've answered a slightly different question. What I would
like to know is ...
I understand that but what I actually had in mind was ....
I think you’ve got the wrong end of the stick there, what I meant was...
Seminars: management and participation strategies

**Encouraging participation**
- Does anyone have any comments or questions?
- So is this the same as your experience?
- Do you agree with what X has just said?
- So, Y, what is your opinion of this?

**Redirecting the discussion**
- ... is important but it's too complex for us to deal with now.
- I see where you’re going but really we need to keep to the topic.
- I think the aim of this seminar is to focus on ... rather than ....
- That’s not something we have time to deal with today, but ....
- Let’s come back to that [point] later.

**Closing**
- So, let’s leave it there for today. That was a really [useful / interesting / productive] session.
- So, let’s wrap up for today.
- That’s all we’ve got time for today. There’s a lot to think about there.
- Ok, let’s finish there. Some really interesting comments/contributions.
- Lots of great ideas. Let’s pick this up next time.
Thanks for coming - *Dobry vecer!*

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