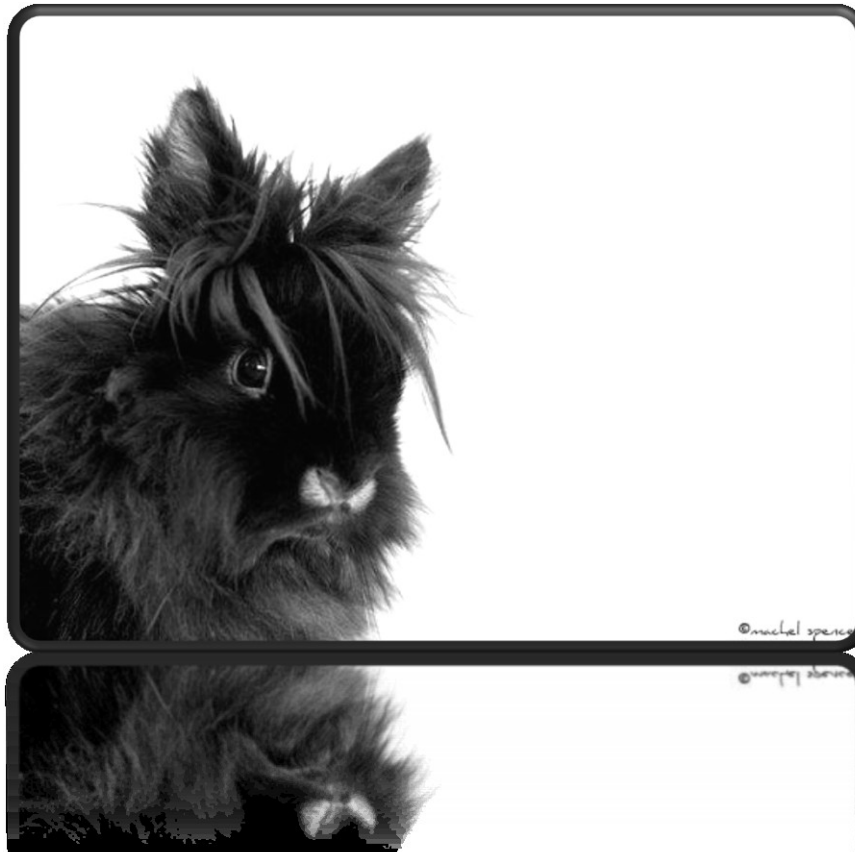


INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

# 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

- What did you think of the last presentation?
- Do you have any experience with the subject?
- Do you have the same problems?
- Are you heading <sup>(to)</sup> for lunch?
- Have you ever been to Beijing <sup>(?)</sup>?
- Have you tried Chinese food?
- Do you know any good restaurants around here?
- What time does the afternoon programme begin?

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?  
Are you presenting?  
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  
presentations to me?

At a  
conference in  
Beijing in the  
summer just  
before lunch  
#3

How did you like the talk?

<sup>Has</sup>  
~~Does~~ it meet your expectations?

Have you been ~~before~~ to Beijing  
before?

Didn't you have problems understanding  
that <sup>British</sup> ~~strange~~ accent?

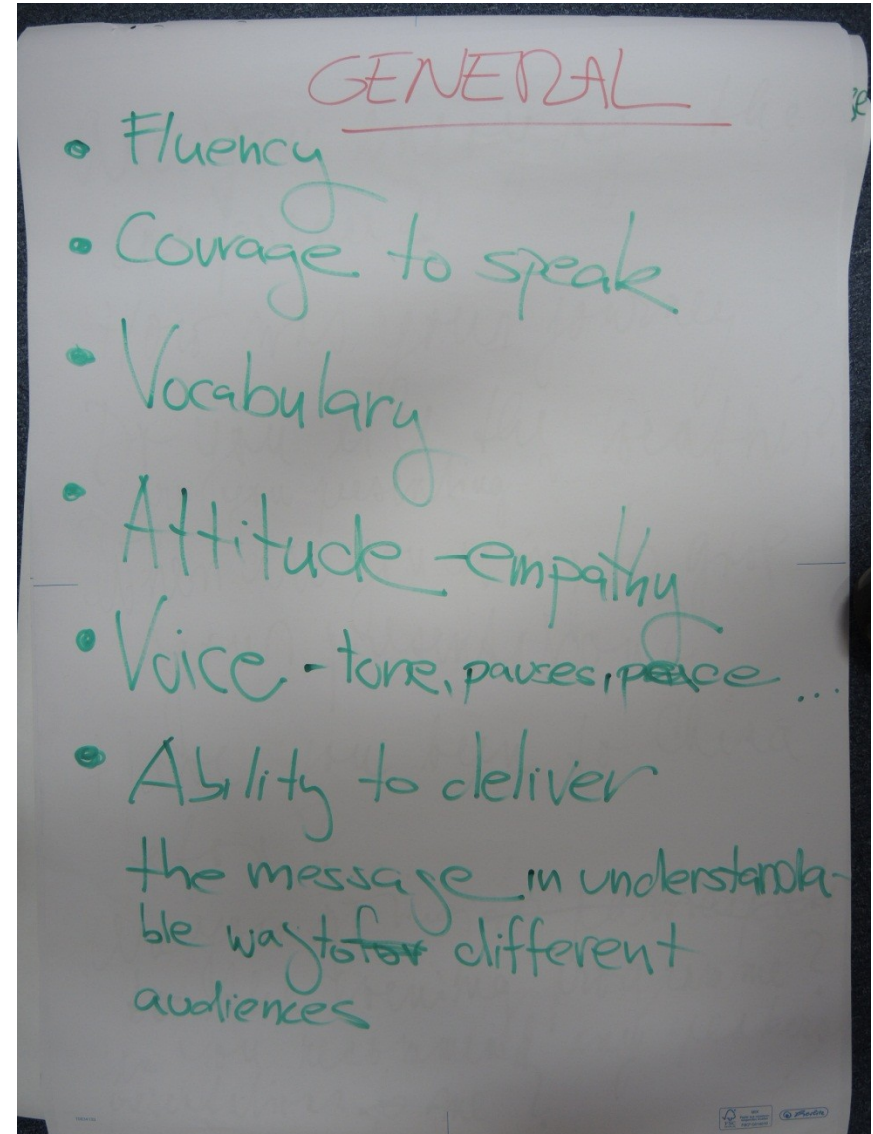
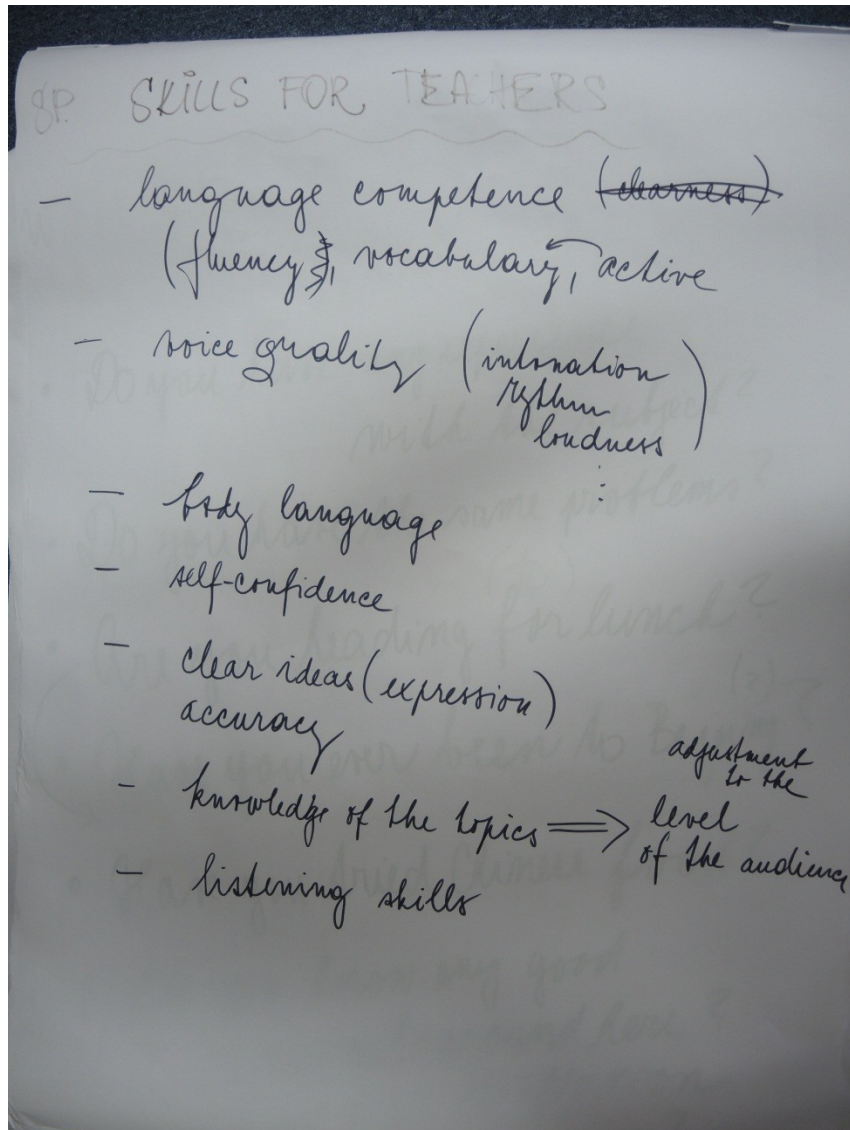
Have you attended a similar conference  
before?

Do you work with <sup>who have</sup> ~~students~~ <sup>requiring</sup>  
special needs?

# What do speaking skills involve?



# What do speaking skills involve?





# 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

# walking word stress

diaLOgic

inteRActivity



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.

Adapted from Thornbury, S. (2005) Dogme, Dancing in the dark?  
*Folio 9/2*

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.

**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**.

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..

# Lectures & Presentations: functional language

## *your ideas*

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 cover.  
Today, we'll focus on ... cover.  
Let's get the show on the road ...  
- last time ~~we~~ I told you about ...  
Your attention, please ...  
Let me tell you why I chose this topic.  
Let's begin with ...  
Have you heard about ...  
- Have

Outlining the P.  
In the first part ... while in the second part ...  
First, I'll ... Then, we'll ...  
Finally, let's see how ...  
To explain, ...  
In my presentation, I'm going to ...  
So I'd like to begin by (vb-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 ...  
- Have

# Lectures & Presentations: functional language

## *your ideas #2*

### Introducing references & sources

Another interesting source/book on this

As Einstein published in 1905

My today's lecture is based  
on the theory of X.Y. ...

You can find more on this  
topic in ... Something you may want  
to take a look at is...

You may heard about it in ...

The recent development in the field  
shows that ... If you're interested in this,  
check out X by Y.

You surely remember the book  
X claims that... by...

The information is taken from...  
- Have a look at [AUTHOR]

### Reformulating in response to Question

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...

If I understand <sup>correctly</sup> you <sup>ask</sup> 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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keepitrealeLT  
Reflections on authenticity in teaching and learning

This blog  
Me  
Learning Hindi  
Readings  
Lingo

**Praise be (not so good)!**  
I had not done my homework. First Hindi lesson back after Christmas and I arrived sheepishly aware of the fact that I had not once glanced at my Hindi books/materials over ...  
Continue reading →

**Dogme & EAP proposal for BALEAP 2013 accepted!**  
I will be presenting 'The Dogme approach and EAP: invigorating the EAP classroom' at BALEAP Biennial Conference at the University of Nottingham, 19-21 April next year. I'm very excited as ...  
Continue reading →

**Peer Testing - student feedback**  
I finally have a little time to catch up on those 'I really need to follow that up' things on my mental To-Do list. This is one of them.  
Back ...  
Continue reading →

**"Tell someone what you've learnt"**  
Looking through my notes, I see a quote from my Hindi teacher Meena during my second lesson: "Tell someone what you've learnt". I've often paused during a lesson to give my ...  
Continue reading →

16/01/2013 · 14 COMMENTS  
17/12/2012 · LEAVE A COMMENT  
04/12/2012 · LEAVE A COMMENT  
24/11/2012 · 1 COMMENT

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