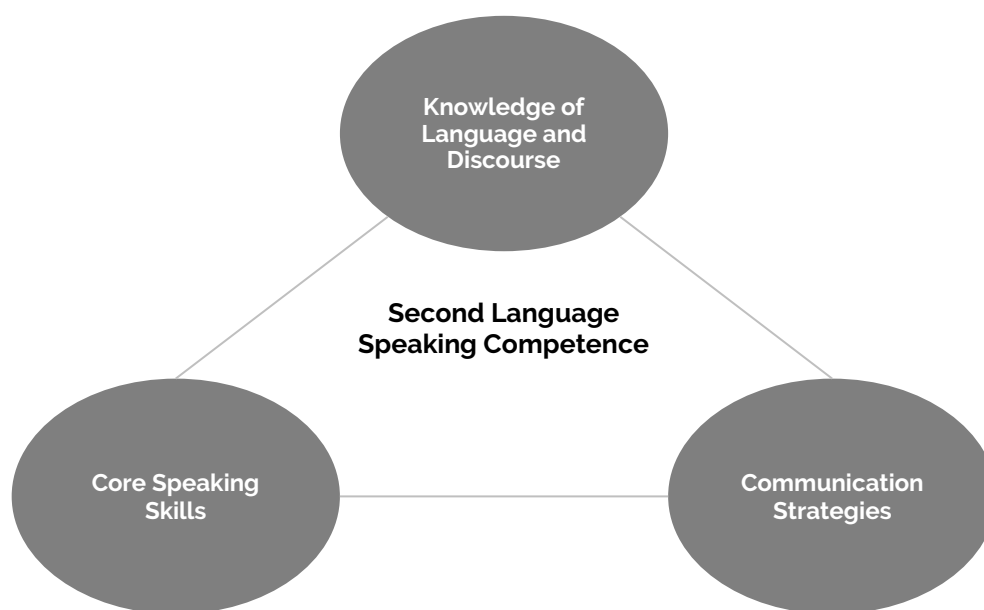


DEVELOPING SPEAKING COMPETENCE

Speaking lessons are not just occasions for simply practicing or 'doing' speaking. They need to be conceptualized as structured and supported learning opportunities that develop various components of speaking competence.

The following is a model of the components of second language SPEAKING COMPETENCE.



Goh & Burns (2012: 53)

KNOWLEDGE of LANGUAGE and DISCOURSE

This domain includes:

Knowledge	Examples
Grammatical	form verb tense, use auxiliary verbs, etc.
Phonological	produce sounds, stress, intonation, etc.
Lexical	use words, lexical sets, collocations, etc.
Discourse	adopt structure and organization of spoken genres, social norms of speaking, etc.

Adapted from: Goh & Burns (2012: 54)

CORE SPEAKING SKILLS

This domain includes:

Core Skills	Examples of sub-skills
Pronunciation	- Articulate the vowels and consonants and blended sounds of English clearly. - Assign word stress in prominent words to indicate meaning. - Use different intonation patterns to communicate new and old information.
Speech functions	- Request: permission, help, clarification, assistance, etc. - Express: encouragement, agreement, thanks, regret, good wishes, disagreement, disapproval, complaints, tentativeness, etc. - Explain: reasons, purposes, procedures, processes, cause and effect, etc. - Give: instructions, directions, commands, orders, opinions, etc. - Offer: advice, condolences, suggestions, alternatives, etc. - Describe: events, people, objects, settings, moods, etc. - Others.
Interaction management	- Initiate, maintain, and end conversations. - Offer turns. - Direct conversations. - Clarify meaning. - Change topics. - Recognize and use verbal and non-verbal cues.
Discourse organization	- Establish coherence and cohesion in extended discourse through lexical and grammatical choices. - Use discourse markers and intonation to signpost changes in the discourse, such as a change of topic. - Use linguistic conventions to structure spoken texts for various communicative purposes, e.g. recounts and narratives.

Adapted from: Goh & Burns (2012: 59)

COMMUNICATION STRATEGIES

This domain includes:

Core Strategies	Specific strategies
Compensation	- Paraphrase: Circumlocuting or describing an object, person, or event to get the meaning of a specific word across. - Approximation: Using an alternative term, e.g., squirrel for chipmunk - Formulaic expressions: Using language chunks, e.g., What I'm trying to say is ... to buy processing time. - Message frames: Setting the global context for what is being described before attempting to describe it.
Regulation	- Planning: Preparing the contents and the form of the message. - Self-monitoring: Noticing one's language and message during message production. - Self-evaluation: Noticing one's language and message after message production.
Negotiation	- Exemplification: Offering an example to make one's point clear. - Confirmation checks: Asking listeners whether they have understood the message. - Comprehension checks: Paraphrasing what is heard to confirm one's understanding. - Repetition: Repeating all or part of what is said to check one's own understanding. - Clarification requests: Asking the speaker to explain a point further. - Repetition requests: Asking the speaker to say something again. - Exemplification requests: Asking the speaker to give an example. - Assistance appeal: Asking the listener for help with difficult words.

Adapted from: Goh & Burns (2012: 66)

REFERENCES

Goh, C.C.M. & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. New York: Cambridge University Press.