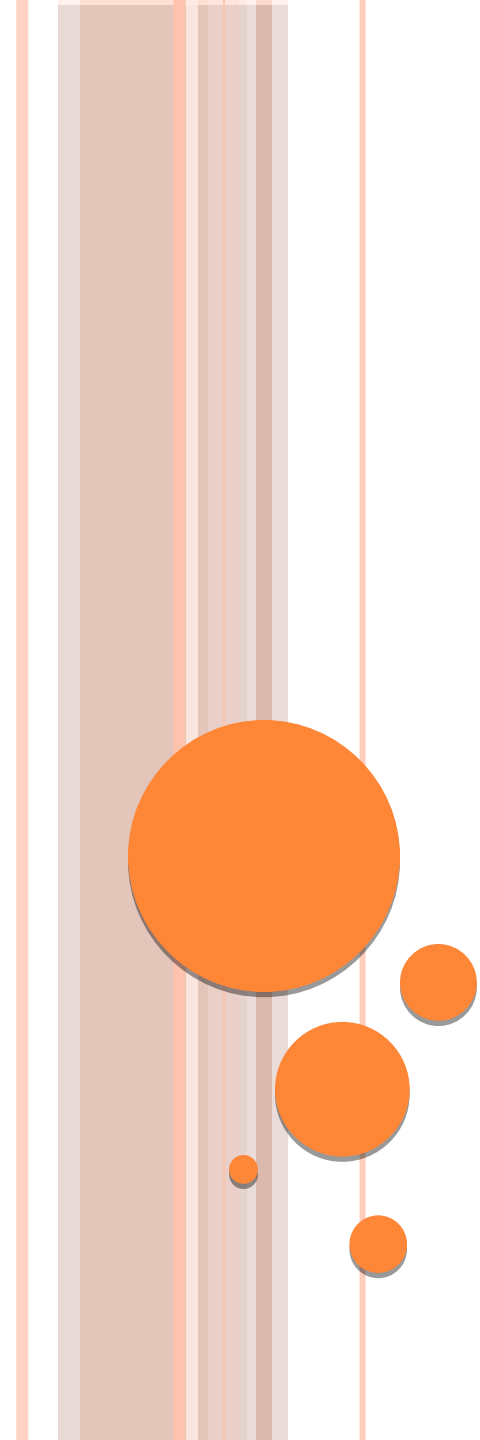




CH 3 SPEAKING SKILLS & READING SKILLS

SPEAKING SKILLS

Introduction

- ❑ The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.
- ❑ Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.
- ❑ Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life.
- ❑ Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.



SPEAKING SKILLS

The four elements of speaking skills

Vocabulary:

- ❏ To develop our speaking skills, we first need to know the right words. Vocabulary development begins when we are infants, as we learn to describe the world around us and communicate our needs. This progresses from single words to sentences when children are 2 or 3, at which point they will normally have a vocabulary of 150-300 words.
- ❏ Vocabulary development is where students understand the meanings and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation. If they understand what the other person is saying and they know what vocabulary to say back, they are halfway there to communicating effectively.



SPEAKING SKILLS

The four elements of speaking skills

Grammar:

- ❏ You may think that grammar is something we only need for written language. But grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that the listener will recognize and understand.

Pronunciation:

- ❏ Understanding how to correctly pronounce words is another important element of speaking skills. We learn how to pronounce words by listening to those around us, such as our parents, friends and teachers. Pronunciation varies from country to country, and even city to city!



SPEAKING SKILLS

The four elements of speaking skills

Fluency:

- ❏ Fluency in spoken language is something that naturally develops as children go through school, as they are using and practicing speaking skills every day. Reading widely (and out loud) is a good way to improve fluency as it introduces children to new vocabulary and reinforces their knowledge of spoken language.
- ❏ Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly.



SPEAKING SKILLS

Pronunciation

- ❏ **Pronunciation** refers to the way in which a word or a language is spoken. If you speak a word the way it's commonly spoken, you're pronouncing it correctly.
- ❏ Aspects of pronunciation include individual sounds (phonetics), syllable structure, word stress, sentence stress, rhythm, and intonation. These elements contribute to how we produce and understand spoken language. A helpful way to understand pronunciation is to think about how sounds are made (articulatory phonetics), where they are made (place of articulation), and how they are produced (manner of articulation).



SPEAKING SKILLS

Here's a breakdown of key aspects:

Individual Sounds (Phonetics):

- ❑ This involves the production and perception of consonant and vowel sounds, including how they are formed in the mouth (place and manner of articulation).

Syllables:

- ❑ Words are divided into syllables, which are units of pronunciation containing a vowel sound and any accompanying consonant sounds.

Word Stress:

- ❑ Certain syllables within words are emphasized or stressed more than others, which can affect meaning.

Sentence Stress:

- ❑ In sentences, some words (content words like nouns, verbs, adjectives) are stressed more than others (function words like prepositions, articles).



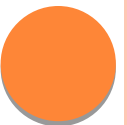
SPEAKING SKILLS

Rhythm:

- ❏ English has a rhythmic pattern of strong and weak beats, which contributes to the flow of speech.

Intonation:

- ❏ This refers to the rise and fall of pitch in speech, which conveys meaning and can signal questions, statements, or emotions.



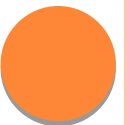
SPEAKING SKILLS

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SPEAKING SKILLS

Vowels

What Is a Vowel?

- ❑ The term ‘vowel’ is used to refer to letters used to represent vowel sounds. In the English language, five letters among the twenty-six letters of the English alphabet are called vowels. They are a, e, i, o, and u. The Oxford Learner’s Dictionary defines a vowel as “a letter that represents a vowel sound”.

What Is a Vowel Sound?

- ❑ A vowel sound is a speech sound that is pronounced without the lips, tongue, teeth or throat blocking the air produced when uttering the letter. According to the Oxford Learner’s Dictionary, a vowel sound is “a speech sound in which the mouth is open, and the tongue is not touching the top of the mouth, the teeth, etc., so that the flow of air is not limited”.



SPEAKING SKILLS

Types of Vowels/Vowel Sounds

- ❑ Vowels/vowel sounds are categorised into two based on the length of the vowel sound and the number of vowels. They are
- ❑ Short vowels
- ❑ Long vowels

Short Vowels

- ❑ Short vowels are those that appear individually in words. These words normally end with consonants. They can, in no way, appear at the end of the last syllable of a word.
- ❑ Here are a few examples.
- ❑ 'a' in 'pan'
- ❑ 'e' in 'rent'



SPEAKING SKILLS

Long Vowels

- ❏ The term ‘long vowels’ is used to refer to two or more vowels that appear in words. Words with long vowels can start/end with vowels. Take a look at the following examples to understand.
- ❏ ‘a’ in ‘fake’
- ❏ ‘e’ in ‘tedious’



SPEAKING SKILLS

Diphthongs

- ❑ A **diphthong** is a vowel that contains two different vowel sounds in one **syllable**. The word diphthong comprises *di*, which means ‘two’ in Greek, and *phthong*, which means ‘sound’. Therefore, diphthong means **two sounds**.
- ❑ Diphthongs are gliding **vowels**, created when a speaker glides from one vowel sound glides into another. The first vowel is usually longer and stronger than the second one in the English language.

For example:

- ❑ In the English word 'house' the vowel sound in the first syllable, /aʊ/ is a diphthong. It starts with the sound of the vowel /a/ and glides to the sound of the vowel /ʊ/. The diphthong is formed by the transition between the two vowel sounds and is thus considered a single vowel sound.



SPEAKING SKILLS

List of diphthongs

There are eight different diphthongs:-

- ❑ /eɪ/ as in *late* (/leɪt/) or *gate* (/geɪt/)
- ❑ /ɪə/ as in *dear* (/dɪə/) or *fear* (/fɪə/)
- ❑ /eə/ as in *fair* (/feə/) or *care* (/keə/)
- ❑ /ʊə/ as in *sure* (/ʃʊə/) or *cure* (/kjʊə/)
- ❑ /əʊ/ as in *globe* (/ˈgləʊb/) or *show* (/ʃəʊ/)
- ❑ /ɔɪ/ as in *join* (/dʒɔɪn/) or *coin* (/kɔɪn/)
- ❑ /aɪ/ as in *time* (/taɪm/) or *rhyme* (/raɪm/)
- ❑ /aʊ/ as in *cow* (/kaʊ/) or *how* (/haʊ/)



SPEAKING SKILLS

Different types of diphthong vowels

- ❏ Linguists have divided the eight diphthong vowels into different types (or categories) according to the sound they produce and how they are pronounced. These categories are **falling and rising diphthongs, opening, closing, centering diphthongs, and wide and narrow diphthongs.**
- ❏ **Falling diphthongs** are diphthongs that begin with a higher pitch or volume and end with a lower pitch or volume. The most common falling diphthong is /aɪ/ found in words like *eye*, *flight* and *kite*. Here the first vowel sound is the syllable-building sound.
- ❏ **Rising diphthongs** are the opposite of falling diphthongs. They begin with a lower pitch or volume and end with a higher pitch or volume. The rising diphthong sound is created in English when a vowel follows a **semivowel**. The semivowels are /j/ and /w/. There are no specific phonemic representations (e.g. /əʊ/) for rising diphthongs, as they are usually analysed as a sequence of two phonemes (e.g. /wi:/). The rising diphthong sound can be heard in words like *yell* (/jel/), *weed* (/wi:d/), and *walk* (/wɔ:k/).



SPEAKING SKILLS

Different types of diphthong vowels

- ❑ **Opening diphthongs** have a second vowel sound that is more ‘open’ than the first. An ‘open vowel’ is a vowel sound pronounced with the tongue as low down in the mouth as possible (e.g. /a/ in *cat*).
- ❑ **An example** of an opening diphthong is /ia/ – the ‘yah’ sound in Spanish found in words like *hacia*. Opening diphthongs are usually rising diphthongs, as open vowels are more prominent than closed vowels.
- ❑ **Closing diphthongs** have a second vowel sound that is more ‘closed’ than the first. A closed vowel is pronounced with the tongue in a much higher position in the mouth (e.g. /i:/ in *see*).
- ❑ **An examples** of closing diphthongs are: /ai/ found in *time*, /əʊ/ found in *globe*, and /eɪ/ found in *late*. Typically, closing diphthongs are falling diphthongs.



SPEAKING SKILLS

Different types of diphthong vowels

- ❑ **Centering diphthongs** have a second vowel that is **mid-central**, i.e. it is pronounced with the tongue in a neutral or central position. The mid-central vowel sound is also known as the **schwa** (/ə/). Any diphthong ending with the schwa sound can be considered a centring diphthong, e.g. /ɪə/ found in *dear*, /eə/ found in *fair*, and /ʊə/ found in *cure*.
- ❑ **Wide diphthongs** require a large tongue movement from the first vowel sound to the second vowel sound. In wide diphthongs, the sound difference between the two vowel sounds will be more prominent.
- ❑ **Examples include:** /aɪ/ found in *time* and /aʊ/ found in *cow*.
- ❑ **Narrow diphthongs** require a smaller movement from one vowel to the other. In narrow diphthongs, the two vowel sounds will sound similar and will be pronounced in a similar way.
- ❑ **Example** /eɪ/ found in *day*.



SPEAKING SKILLS

Consonants

What Is a Consonant?

- ❑ Consonant is a term used to refer to the letters of the English alphabet other than the five vowels (a, e, i, o, u). They include letters that are pronounced by obstructing the flow of air in the vocal tract. The Oxford Learner's Dictionary defines a consonant as “a speech sound made by completely or partly stopping the flow of air through the mouth or nose”.

Consonant Sounds in English

- ❑ Like vowels, consonants can also be better perceived by learning their sounds. A consonant sound is a speech sound that is produced by the partial or complete obstruction of air by the lips, teeth, tongue or throat. The Collins Dictionary defines a consonant sound as “a sound such as ‘p’, ‘f’, ‘n’, or ‘t’ which you pronounce by stopping the air flowing freely through your mouth”. There are 44 speech sounds in total in the English language.



SPEAKING SKILLS

Classification of Consonant Sounds

- ❏ Consonant sounds are divided into categories based on two aspects, namely,
- ❏ **The place of articulation** – with reference to the parts of the mouth that are used to pronounce the particular sounds.
- ❏ **The manner of articulation** – with reference to the movement of air from the lungs and through and out of the nose and mouth.



SPEAKING SKILLS

Place of Articulation

- ❑ **Bilabial** – the upper lip and lower lip come in complete contact with each other.
- ❑ **Dental** – the tip of the tongue touches the teeth mildly.
- ❑ **Labio-dental** – the lower lip and the upper teeth come in contact with each other.
- ❑ **Palatal** – the body of the tongue touches the hard palate.
- ❑ **Alveolar** – the tip or blade of the tongue touches the alveolar ridge.
- ❑ **Palato-alveolar** – the blade/tip of the tongue touches the alveolar ridge, and the body of the tongue approaches the hard palate.
- ❑ **Velar** – the body of the tongue comes in contact with the soft palate (also called the velum).
- ❑ **Glottal** – the vocal cords come into contact and produce friction.



SPEAKING SKILLS

Manner of Articulation

- ❑ **Plosive** – a sound produced by the air being blocked inside the vocal tract followed by the release of air from the mouth.
- ❑ **Fricative** – a sound produced by positioning the mouth in a particular manner so as to partially block the air coming out of the mouth.
- ❑ **Affricate** – a combination of a plosive and fricative manner, in which sound is produced by the blocking of air and finally releasing it through a partial passage.
- ❑ **Nasal** – a sound produced when the air passes and escapes through the nose.
- ❑ **Lateral** – a sound produced by the air escaping from the mouth and sides of the tongue.
- ❑ **Approximant** – a sound produced when the tip of the tongue slightly touches the alveolar ridge, and the air escapes through the gap between the tongue and the alveolar ridge.



SPEAKING SKILLS

Speaking Skills

- ▣ Speaking fluency refers to the ability to produce speech smoothly, continuously, and with ease, conveying your message effectively and naturally. It involves speaking at a natural rate, using appropriate pauses, and communicating clearly without excessive hesitation.
- ▣ To improve your speaking fluency, you should actively speak the language as much as possible, seek out opportunities for practice, don't fear mistakes, and focus on communicating your message. Learning "chunks" of language, like idioms and slang, can also make your speech sound more natural.



SPEAKING SKILLS

What is Speaking Fluency?

- ❑ **Smoothness and continuity:** The ability to speak without frequent or long pauses.
- ❑ **Natural rate:** Speaking at a pace that is effortless for both the speaker and the listener.
- ❑ **Ease and confidence:** Producing speech with ease, as if you were a native speaker.
- ❑ **Effective communication:** Ensuring that your message is understood by your audience.



SPEAKING SKILLS

How to Improve Speaking Fluency

- ❏ **Practice speaking consistently:** The most crucial step is to speak the language as much as possible.
- ❏ **Use every opportunity to speak:** Engage in conversations with others, even if you make mistakes.
- ❏ **Don't be afraid to make mistakes:** Focus on communicating your ideas rather than on perfection, as communication is the most important goal.
- ❏ **Practice speaking without stopping:** Engage in timed exercises where you talk about a topic for a set period without pausing.
- ❏ **Learn "chunks" of language:** Study and use common phrases, idioms, and slang to sound more natural.
- ❏ **Record yourself:** Listen to your own voice to identify areas for improvement.



SPEAKING SKILLS

Intelligibility in speaking

- ▣ Speech intelligibility refers to how well a person's speech can be understood by others, focusing on the clarity and comprehensibility of spoken words. It's a measure of how much of the spoken message is correctly received and understood by the listener.
- ▣ Factors like articulation, voice quality, and the surrounding environment all play a role in determining speech intelligibility.



SPEAKING SKILLS

Key Aspects of Speech Intelligibility:

Clarity and Comprehensibility:

- Intelligibility focuses on how easily a listener can understand the spoken words.

Speaker and Listener Factors:

- Both the speaker's articulation and the listener's ability to process the speech signal influence intelligibility.

Environmental Factors:

- Background noise, reverberation, and other acoustic properties of the environment can significantly impact how well speech is understood.

Formal vs. Informal:

- Speech intelligibility can be assessed formally, such as through standardized tests, or informally in everyday conversations.

Impact of Disorders:

- Speech disorders, like dysarthria, can affect articulation and reduce speech intelligibility.



SPEAKING SKILLS

Reading Skills

- ❑ Reading is the foundation for lifelong success. When children develop a reading habit early, they are more likely to excel in school, perform better in competitive exams, communicate confidently, and become lifelong learners.
- ❑ Strong reading skills contribute significantly to overall language development and academic performance. That said, learning to read isn't always easy.



SPEAKING SKILLS

Essential skills for reading comprehension

1. Decoding

- ❑ Decoding is the ability to sound out words a child has heard before but hasn't seen in print. It is the first building block in learning how to read. This skill is rooted in phonemic awareness, where children learn to identify, hear, and manipulate the sounds in spoken words.

2. Phonics

- ❑ Phonics involves recognizing the connection between letters and the sounds they make. It's essential for both reading and spelling. Through phonics, children learn to blend sounds together to form words and segment words into their component sounds to write them accurately.



SPEAKING SKILLS

Essential skills for reading comprehension

3. Vocabulary

- ❑ A strong vocabulary is key to understanding what one reads. The more words a child knows, the easier it is to comprehend the context, make inferences, and enjoy the reading process. Planet Spark emphasizes vocabulary enrichment as a core pillar of its English programs to help kids build reading fluency and writing confidence.

4. Fluency

- ❑ Fluency is the ability to read with speed, accuracy, and expression. Fluent readers don't have to stop and decode every word—they read naturally and with proper intonation.



SPEAKING SKILLS

Essential skills for reading comprehension

5. Sentence Construction & Cohesion

- ▣ Though often seen as a writing skill, sentence construction and text cohesion are vital for understanding how ideas are linked in a passage. Cohesive writing helps readers follow the logic and flow of the text, especially in non-fiction materials.

6. Reading Comprehension

- ▣ This is the ultimate goal of reading—understanding what has been read. It includes identifying key ideas, summarizing information, and drawing conclusions. Whether reading a storybook or an informative article, comprehension requires focus, patience, and a combination of vocabulary knowledge, background information, and logical thinking.



SPEAKING SKILLS

Essential skills for reading comprehension

7. Reasoning & Background Knowledge

- ❏ Children make sense of what they read by connecting it with what they already know. This skill enables them to make predictions, draw inferences, and understand implied meanings.

8. Working Memory & Attention

- ❏ These are executive function skills crucial for tracking and remembering information while reading. Children use working memory to retain facts, while attention helps them focus on the task, ensuring effective comprehension. Deficits in these areas may impact a child's ability to stay engaged during reading or retain the meaning of complex texts.



SPEAKING SKILLS

Types of Texts

Narrative Text

- ❏ A **narrative text type** is a form of writing that tells a **story**. It follows a clear structure with a **beginning, middle, and end**, and its main purpose is to **entertain** or **inform** by engaging the reader through events, characters, and a plot.
- ❏ Narrative texts rely on key literary elements such as characters, setting, plot, theme, and point of view. These stories can be real or fictional and are commonly found in novels, short stories, fairy tales, fables, and even personal recounts. Language features typically include past tense, action verbs, time connectives (e.g., "then," "after that"), and descriptive language to create vivid imagery and emotional engagement. Overall, narrative texts are a powerful way to convey experiences, values, and emotions through storytelling.



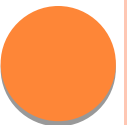
SPEAKING SKILLS

Types of Texts

Narrative Text

Key Features of Narrative Text:

- ❏ **Orientation** – Introduces the characters, setting, and time.
- ❏ **Complication** – Presents a problem or conflict the characters face.
- ❏ **Resolution** – Shows how the problem is solved or how the story ends.
- ❏ *(Optional)* **Evaluation** or **Coda** – Reflects on the events or provides a moral/lesson.



SPEAKING SKILLS

Types of Texts

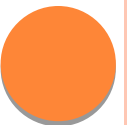
Narrative Text

Common Elements:

- ❏ **Characters:** People or beings in the story.
- ❏ **Setting:** Where and when the story takes place.
- ❏ **Plot:** The sequence of events.
- ❏ **Conflict:** The challenge or struggle.
- ❏ **Theme:** The main idea or message.

Examples of Narrative Text:

- ❏ Short stories
- ❏ Novels



SPEAKING SKILLS

Types of Texts

Descriptive Text

- ❑ The **descriptive text type** is a form of writing that aims to **describe a person, place, object, event, or idea** in vivid detail, so the reader can imagine it clearly. Its main purpose is to create a **strong image or sensory experience** in the reader's mind by appealing to the five senses: sight, sound, smell, taste, and touch. Descriptive texts often focus on **what something looks like**, but they can also include how it feels, sounds, smells, or tastes. The language used is rich and detailed, with lots of **adjectives, adverbs, similes, metaphors**, and other figurative language.
- ❑ Typically, descriptive texts are organized either **spatially** (describing things in the order they appear in space) or **logically**, starting from the most general to the most specific features. These texts do not tell a story or argue a point—instead, they simply **paint a picture with words**. Common examples include nature descriptions, character sketches, or the detailed portrayal of a scene or object. In summary, descriptive writing allows the reader to experience something through the writer's eyes, making the text rich, immersive, and emotionally engaging.



SPEAKING SKILLS

Types of Texts

Descriptive Text

Key features of a descriptive text:

- ❑ **Sensory Details:** Uses vivid descriptions that appeal to the five senses — sight, sound, smell, taste, and touch — to help the reader imagine the subject.
- ❑ **Specific and Concrete Language:** Focuses on precise details rather than general statements (e.g., "a scarlet rose with velvety petals" instead of just "a flower").
- ❑ **Figurative Language:** Includes similes, metaphors, personification, and other literary devices to create deeper imagery and emotional impact.
- ❑ **Clear Focus:** Centers on a specific person, place, object, or moment, and builds a detailed picture around that subject.
- ❑ **Organized Structure:** Often arranged spatially (e.g., top to bottom, left to right) or from general to specific features, depending on what's being described.
- ❑ **Use of Adjectives and Adverbs:** Rich use of descriptive words helps to give depth and clarity to the subject.
- ❑ **Present or Past Tense:** Usually written in the present or past tense, depending on the context of the description.



SPEAKING SKILLS

Types of Texts

Descriptive Text

Common elements of a descriptive text:

- ▣ **Topic/Subject:**
The main focus of the description — it could be a person, place, object, event, or experience.
- ▣ **Sensory Details:**
Descriptions that appeal to the five senses (sight, sound, smell, taste, and touch) to create a vivid image.
- ▣ **Figurative Language:**
Use of similes, metaphors, personification, and other literary devices to enhance the imagery and emotional impact.
- ▣ **Adjectives and Adverbs:**
Descriptive words that modify nouns and verbs to provide more detail (e.g., “a tall, ancient tree” or “the water flowed slowly”).
- ▣ **Spatial or Logical Order:**
Organization of details in a logical way — often from top to bottom, left to right, or general to specific.
- ▣ **Mood or Atmosphere:**
The emotional tone of the description, such as peaceful, eerie, joyful, or gloomy, which helps set the scene for the reader.
- ▣ **Point of View:**
The perspective from which the description is given — often first person (“I saw...”) or third person (“She saw...”).



SPEAKING SKILLS

Types of Texts

Extrapolative Texts

- ❏ An extrapolative text is a form of speculative writing that **explores hypothetical futures**, often grounded in present-day facts or observations. It is commonly found in **science fiction**, **future-focused essays**, or **analytical predictions**.
- ❏ Extrapolative texts are a type of writing that explores **possible future scenarios** based on current events, trends, or scientific developments. These texts go beyond the present to **imagine what could happen** if certain patterns continue or new discoveries are made. Unlike fantasy, which invents entirely new worlds, extrapolative texts are often grounded in **realistic assumptions**, using what we know today to speculate about tomorrow.



SPEAKING SKILLS

Types of Texts

Key Features of Extrapolative Texts:

▣ Future-Oriented Thinking

- 💡 Projects scenarios into the future based on current knowledge.

▣ Use of Evidence or Trends

- 💡 Often starts with real data or developments (e.g., climate change, AI, social shifts).

▣ Hypothetical Language

- 💡 Includes modal verbs like *might*, *could*, *may*, and phrases such as *in the future*, *it's possible that*, *if this continues*, etc.

▣ Speculative Elements

- 💡 Introduces ideas or technologies that don't exist yet but could be possible.

▣ Imaginative but Logical

- 💡 Balances creativity with plausibility — it's not pure fantasy.

▣ Purpose

- 💡 To explore possibilities, warn about potential outcomes, or inspire innovation.

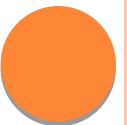


SPEAKING SKILLS

Types of Texts

Common Forms:

- ❑ Science fiction stories
- ❑ Futuristic essays or articles
- ❑ Environmental or technological forecasts



THANK YOU

