

# Developing Adult Students' Speaking Abilities

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## Introduction/Context

### ESCOLA OFICIAL D'IDIOMES DE LLEIDA

#### Special features

- High chances for adult students to already have the experience of learning a foreign language.
- Competence of understanding other codes → become active and produce cultural exchange.



#### First and second level

- Able to use the language sufficiently, receptively and productively.
- Basic, specific issues about general topics.



#### Reason of my research

- Make them speak a bit more, feel comfortable with what they already knew.
- Help them to do small parts from something they couldn't do before.
- What affects their oral communication and how speaking abilities can be improved.



## Status Quo

### Second language acquisition

- Experiencing the move from knowing, to a new context: orally revealing.
- *feel for the game* ← *feeling for the rules* in order to fully participate (Bourdieu)

### Multilingual interaction. Languages and emotions

- Emotional experience of language → a communicative competence to which all knowledge and experience of language contribute.
- Cultural experience of language → culturally savvy, open-mindedness, creative oral skills.

### Interaction and communication

- Communicative sensitivity, active positioning between languages they speak → communicative strategies, sharp observational skills.



### Teaching speaking

- Useful frameworks (PPP, AAA, III).
- Motivational conditions, initial motivation, encouraging self-evaluation, maintaining **motivation**.
- Connections between **correcting and assessing speaking** ↔ encouraging, involvement in the learning process.

## Innovation Proposal

- Responds to revealed needs of how to complement second level EOI classes with classroom oral interaction and overcome speaking difficulties.

- When performing oral tasks: objective, general competences, why they motivate, how correct and assess.

- Allowance to students' own resources: multilingualism, emotions, competences, interaction, critical thinking.

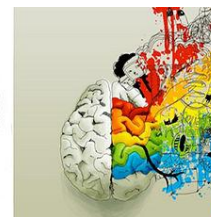


- **Class survey** → asking questions, social competence, management of grammatical competence, authentic communication.

- **Predicting denouement using picture description** → critical thinking, visual literacy, creative teamwork.

- **Consensus debate** → avoids communication blockages, integrates communication strategies, conversational competence.

- **Recorded diary** → speaking outside the classroom, autonomy, self-regulating oral performance.



## Conclusion

The *feel for the game* moment can be favored with attentive insight on:

- subconscious acquisition of the language.

- multilinguals' distinctive affective repertoires, different linguistic resources.

- communicative competences / communication strategies: remain in conversation, become flexible, take initiative, control over the language use.

- teaching speaking: selected tasks, useful frameworks for organizing lessons, motivation, correcting mistakes and assessment.



## References

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