

**DESIGNING & TEACHING
IELTS SPEAKING
PREPARATION
COURSES**

Ebrahim Tahasoni

**Cert. TESOL, Academic IELTS 9.0
www.tahasoni.com**

TEST FORMAT

○ Test Format

- 11 to 14 minutes
- One-to-one interview
- Recorded
- Three Parts
 - Part I – 4 to 5 minutes (Introduction & Familiar Questions)
 - Part II – 2 to 3 minutes (Individual Long-Turn)
 - Part III – 5 to 6 minutes (Discussion)

PART 1

○ Introduction & Interview

- 4 – 5 minutes
- Basic Introduction about yourself and some familiar topics
 - Your home
 - Your neighborhood
 - Your hometown
 - Your family
 - Your job
 - Your studies
 - Your interests
 - Your activities and hobbies
 - Your preferences

PART 2

◎ Individual Long-Turn

- 2 – 3 minutes
- Talk for 1 to 2 minutes on a subject selected by the examiner
 - Prompts given to facilitate the content
 - 1 minute to prepare the talk
 - Notes allowed while preparing
 - No interruptions while delivering the talk

PART 3

Discussion

- 5 – 6 minutes
- Questions related to the topic in Part 2
- 1 or 2 general questions
- Follow up questions asked based on your responses
- Extensive discussion on issues related to the topic
- Ability to express abstract ideas and support opinions appropriately
- Similar to the essay in writing task 2

SPEECH FUNCTIONS

◉ Example of speech functions

- Providing personal information
- Providing non-personal information
- Expressing opinions
- Explaining
- Suggesting
- Justifying opinions
- Speculating

SPEECH FUNCTIONS

◉ Example of speech functions

- Expressing a preference
- Comparing
- Summarising
- Conversation repair
- Contrasting
- Narrating and paraphrasing
- Analysing

SPEAKING: BAND SCORE COMPONENTS

2.1. Four criteria: equally weighted

2.1.1. Fluency & Coherence

2.1.2. Lexical Resource

2.1.3. Grammatical Range & Accuracy

2.1.4. Pronunciation

2.1.1. FLUENCY & COHERENCE

- ◉ Repetition of ideas
- ◉ Speed & Length
(e.g, slow speech? long turns?)
- ◉ Hesitation/Speaking with noticeable effort
(e.g., “how to say..uh...?”)
- ◉ Overuse of certain connectives
(e.g, “eh”, “and then”, “and also”)

2.1.2. LEXICAL RESOURCE

- Paraphrasing

i.e., express the same ideas by using different words/expressions

- Range & appropriacy

- Idiomaticity

2.1.3. GRAMMATICAL RANGE & ACCURACY

- ◉ Variety & complexity
- ◉ Error types: systematic or “slip of the tongue”?
- ◉ Errors → comprehension problems?
- ◉ Number of error-free sentences

2.1.4. PRONUNCIATION

- ◉ Intelligibility
- ◉ Mispronunciations → strain to the listeners?
- ◉ Degree of L1 (first language) influence
- ◉ Range of phonological features (e.g., stress for emphasis)

SPEAKING CONTEXTS

□ IELTS

- ♦ Part 1: everyday interaction
- ♦ Part 2: extended talk
topic development
- ♦ Part 3: express ideas/opinions
on broad topics

□ Academic Settings

- ♦ interactive/informational
classes/labs
study groups
office hours
- ♦ semi-formal
academic seminars
- ♦ formal
presentations

IMPLICATIONS FOR INSTRUCTION

◎ **Fluency**

- Extended talk
- Topic development

◎ **Coherence**

- Talking straight
- Linking

IMPLICATIONS FOR INSTRUCTION

◎ **Lexical Resource**

- Common useful words
- Flexibility
- Paraphrasing
- Idiomatic language

◎ **Grammatical range**

- Develop accuracy (*but don't impede fluency*)

IMPLICATIONS FOR INSTRUCTION

◎ Pronunciation

- No messing with accents!
- Focus on word stress
- Promote correct intonation
- Promote especial sentence stress patterns
 - Emphatic stress
 - Contrastive stress

IMPLICATIONS FOR INSTRUCTION

◎ Pronunciation (cont.)

- No messing with accents!
- Focus on word stress
- Promote correct intonation
- Promote especial sentence stress patterns
 - Emphatic stress
 - Contrastive stress

TEACHING PRONUNCIATION

THE IPA - BRITISH ENGLISH

ɪ READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

TEACHING PRONUNCIATION

THE IPA - AMERICAN VOWELS

	b__d	IPA		b__d	IPA
1	bead	i:	9	bode	oʊ
2	bid	ɪ	10	bood	u
3	bayed	eɪ	11	bud	ʌ
4	bed	ɛ	12	bird	ɜːr
5	bad	æ	13	bide	aɪ
6	bod(y)	ɑː	14	bowed	aʊ
7	bawd	ɔː	15	Boyd	ɔɪ
8	budd(hist)	ʊ			

TEACHING PRONUNCIATION


◎ Common problems with pronunciation:


- Challenging phonemes
 - /ɪ:/ as in /sɪ:t/ versus /ɪ/ as in /sɪt/
 - /u:/ as in /bu:t/ versus /ʊ:/ as in /bʊ:k/
 - /ʌ/ as in /kʌt/ versus /ɑ:/ as in /pɑ:t/
 - Schwa /ə/
 - Voiced dental fricative /ð/ (this)
 - Voiceless dental fricative /θ/ (thing)
- Word Stress
- Intonation


TEACHING PRONUNCIATION


FOCUS ON DIFFICULT PHONEMES


Get around in **ENGLISH** Lesson Seventy-two
How to Pronounce the **th** sound


- 

1. PLACE TIP OF TONGUE BEHIND TOP TEETH
- 

2. BREATHE OUT
- 

3. RETRACT TONGUE
- 

4. VIBRATE AIR BEHIND TONGUE AND SAY:
- 

5. *"The Smiths wear thin clothes throughout the winter months"*
- 

6. CONSULT DENTIST

TEACHING PRONUNCIATION

STRESS PATTERNS: A SAMPLE LESSON

Spotlight on Listening

People stress important words.

NOTE: Usually, (but not always) the words that are *not* stressed are the grammar words, (prepositions, auxiliaries, pronouns, articles, conjunctions and so on). See units 2 and 4.

NOTICE

What do you do?

What do you do?

Listen to the following. Circle the stress pattern you hear.

Track
31

1 a What do you teach?

b What do you teach?

2 a How many students do you have?

b How many students do you have?

3 a What are you doing tomorrow?

b What are you doing tomorrow?

4 a I learn a little.

b I learn a little.

Work with a partner. Practice saying these sentences.

INSTRUCTIONS FOR EXAM TASKS

PART ONE

- ⦿ Get students to think about their daily lives
- ⦿ Introduce possible topics
- ⦿ Calibrate answers
 - 2-4 sentences
 - Follow up with information
 - Reason
 - Example
 - Detail
 - Speculation
 - Compare answers across the class
 - Encourage remembering vs. improvising

INSTRUCTIONS FOR EXAM TASKS

PART TWO

- Introduce the task
 - Walkthrough: prompts
 - Cards cannot be changed
 - Asking for clarification is allowed
 - Follow-up questions
- What your students need
 - Self-esteem
 - Independence
 - Fluency practice and encouragement

INSTRUCTIONS FOR EXAM TASKS

PART TWO (CONT.)

- Promote correct thinking
 - Thinking in steps vs. thinking about the whole subject at the same time
 - Thinking about the details
 - Keeping your cool
 - Brainstorm
 - Classify topics
 - People
 - Objects and belongings
 - Events and experiences
 - Concepts and opinions
 - Etc.

INSTRUCTIONS FOR EXAM TASKS

PART TWO (CONT.)

⦿ Taking notes

- Organised manner
- Step-by-step approach
- Timing
- Extended practice: Assign as homework

⦿ Class practice

- Variety
- Teacher-Student
- Student-Student
- Students as examiners
- Feedback

⦿ Encourage recording/self-assessment

INSTRUCTIONS FOR EXAM TASKS

PART THREE

- Promote correct thinking
 - Develop ideas
 - Present
 - Extend
 - Support
 - Discourage listing
- Promote coherence
 - Talking in stages
 - Starters and fillers
 - Linkers and discourse markers
- Remember: requesting clarification is allowed

TEACHING DISCOURSE MARKERS

○ Starters

- Oh,
- Uhmm,
- Well,
- You know,
- See,
- Let me see;
- Etc.

TEACHING DISCOURSE MARKERS

◎ Starters with specific meanings

- Actually,
- To tell you the truth,
- In fact,
- Of course,
- Basically,
- Generally [speaking],
- Etc.

◎ Clarification

- I mean,
- In other words,
- Etc.

TEACHING DISCOURSE MARKERS

⊙ Addition

- Also
- as well as
- Additionally
- and
- Etc.

⊙ Contrast

- but
- On the one hand/ On the other hand
- In spite of/Despite
- although
- Etc.

TEACHING DISCOURSE MARKERS

⊙ Cause

- because
- as
- Since
- Etc.

⊙ Consequence

- so
- As a result
- Therefore
- This/which means
- Etc.

TEACHING DISCOURSE MARKERS

◎ Common problems with linkers:

- Formal linkers
- Overuse
- Underuse
- Abuse

AVAILABLE TEACHING RESOURCES

◎ CUP

- New Insight into IELTS
- Top Tips for IELTS
- Action Plan for IELTS

◎ OUP

- Objective IELTS

◎ Mcmillan

- IELTS Foundation
- IELTS Graduation
- Ready for IELTS
- Improve Your IELTS skills - Listening and Speaking

AVAILABLE TEACHING RESOURCES

○ Longman

- Focus on IELTS
- Focus on Academic Skills for IELTS

○ Other

- Carol Catt
- Dr. Irvani
 - Good topic cards
- Anahid Ramezanee
 - Good part one questions
- 220