

# Planning and Extended Speaking

Jon Hird Moscow, November 2017

## Why?

- Personalise language learning
- Authentic form of communication
- Focus on meaning
- Opportunity to tackle longer piece of spoken discourse
- 'Real-time' production
- Bridge divide between accuracy and fluency
- Motivating
- Enhance group dynamics
- Planning time

## Background:

Talking about something with which they are familiar will be easier for accuracy than if they create something new from scratch.

*Scott Thornbury*

Planned speech can give the speaker the opportunity to experiment with and therefore develop language.

*Patrick Howarth*

Planning time allows students to devote attention to both form and content, rather than forcing them to choose one at the expense of the other.

*Pauline Foster*

## Research overview:

Non-planners:            Pause 25 times            Silent 90 secs            Accuracy 70%

Planners:                Pause 12 times            Silent 21 secs            Accuracy 81%

*Foster / Hird*

## Example speaking activities:

<p><b>Task A</b></p> <p>You are going to talk for two to three minutes about your favourite film, or one that you particularly like. Talk about some or all of the following.</p> <ul style="list-style-type: none"><li>• what type of film it is.</li><li>• what the main story is.</li><li>• who the actors are and who the director is.</li><li>• what you like about it.</li><li>• where and when you saw it and who with.</li><li>• why you decided to see it.</li><li>• if the music is memorable.</li><li>• if you would recommend this film.</li></ul>	<p><b>Task B</b></p> <p>You are going to talk for two to three minutes about your favourite music group or music artist, or one that you particularly like? Talk about some or all of the following.</p> <ul style="list-style-type: none"><li>• the kind of music they play.</li><li>• the group's line-up.</li><li>• why you like them.</li><li>• when you first heard them.</li><li>• how often and when you listen to them.</li><li>• your favourite song and/or album by them.</li><li>• if you have ever seen them.</li><li>• if they remind you of a particular person, place or time</li></ul>
--	--

## Selected References

- Crookes, G. (1989). Planning and interlanguage variation. *Studies in Second Language Acquisition* 11 (4), 267-283.
- Elder, C. & Wigglesworth, G. (2006). An investigation of the effectiveness and validity of planning time in Part 2 of the IELTS speaking test. *IELTS Research Reports, volume 6*. London: British Council
- Ellis, R. & Yuan, F. (2004). The effects of planning on fluency, complexity, and accuracy in second language narrative writing. *Studies in Second Language Acquisition*, 26, 59–84.
- Ellis, R. (Ed.) 2005. *Planning and task performance in a second language*. Amsterdam: John Benjamins.
- Foster, P. (1996). Doing The Task Better: how Planning Time Influences Students' Performance. In: Willis, J. & Willis, D. (eds.) *Challenge and Change in Language Teaching*. Oxford: Heinemann.
- Foster, P. & Skehan, P. (1996): The influence of planning on performance in task-based learning. *Studies in Second Language Acquisition* 18: 299-324.
- Foster, P. & Skehan, P. (1999). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research*, 3 (3) 215-247.
- Howarth, P. (2001). Process speaking 1: Preparing to repeat yourself. *Modern English Teacher*. 10 (1).
- Kay, S. (2004). Anecdote activities. *The Language Teacher*, 28(7), 39-43.
- Levelt, W. (1989). *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press.
- Mehnert, U. (1998). The effects of different lengths of time for planning on second language performance. *Studies in Second Language Acquisition* 20, 52-83.
- Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition* 21, 108-148.
- Sangarun, J. (2005). *The effects of focusing on meaning and form in strategic planning*. In Ellis, R. (Ed.) *Planning and task performance in a second language*. Amsterdam: John Benjamins.
- Van Patten, B. (1990). Attending to form and content in the input: An experiment in consciousness. *Studies in Second Language Acquisition*, 12, 287-301.
- Wigglesworth, G. (1997). An investigation of planning time and proficiency level on oral test discourse. *Language Testing*, 14(1), 85-106.
- Yuan, F. & Ellis, R. (2003). The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production. *Applied Linguistics*, 24, 1-27.

