

DEVELOPING THIRD-AGE LEARNERS' SPEAKING SKILLS BASED ON CLT.

SATSUKI MCNEILL

GABRIEL MISAKA



CLT (COMMUNICATIVE LANGUAGE TEACHING)

- **Savignon**

CLT focuses on development of students' communicative competence (2002).

“Communication is the expression, interpretation, and negotiation of meaning; and communicative competence is always context specific, requiring the simultaneous, integrated use of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence” (1997).

Canale and Swain (1980)

Communicative competence :

- ① grammatical competence**
- ② sociolinguistic competence**
- ③ discourse competence**
- ④ strategic competence**

--- communication strategies

COMMUNICATION STRATEGIES:

A GROUP OF COMMON EXPRESSIONS

- **Dornyei (1995)**

CSs provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty.

- **McCarthy (2004)**

It is effective for learners to learn that by using frequent chunks and single words, they can help their interaction be more fluent and can also allow them to effectively negotiate in their communication.



COMMUNICATION STRATEGIES

- Openers/Closers

How are you doing?
Great/Good/OK/Not
bad/Not good ...
— Nice talking with
you!/You too!

Rejoinders

That's great/ I see/
Uh-huh/ Oh yeah?)

Clarification

Pardon me? /
Excuse me?

Fillers

Let me see/
That's a difficult
question

Agreeing

Me too/Me neither

Summarizing comments

Sounds
good/nice/fun

Asking for example

For example?
Like what?

Follow up Questions

Is this/that...?
What/Where/When?

Shadowing

A: I found it!
B: Found it?

Letting your partner talk

How about you?

Third - Age Learners

Life-long language learners (More learners in the world)

→ Healthy, motivated individuals who are retired
or no longer working full-time (Oxford, 2018, p.3)

What are their characteristics?

Changes	Features
Cognitive changes	Working memory problems, Decreasing in processing speed, Gomez (2016, p54)
Psychological changes	lower self-confidence, anxiety, Derenowski (2018) Higher social inhibition,
Physical changes	Loss of hearing capacity (Birdsong, 2006 (in Castañeda, 2017)), loss of visual acumen, Loss of hand grip, or sleep disorders, Gomez (2016, p54)

Timed Conversation (Fluency practice)

- **Nation and Newton (2009)**

An activity with Time Pressure helps students to develop their fluency of the L2.

(4/3/2 method - meaning focused with familiar topics).

① 2mins ○ ② 2mins ○ ③ 1.5mins △ ④ 1.5 mins △ ⑤ 1 min X



COMMUNICATION STRATEGIES

- Openers/Closers

How are you doing?
Great/Good/OK/Not
bad/Not good ...
— Nice talking with
you!/You too!

Rejoinders

That's great/ I see/
Uh-huh/ Oh yeah?

Clarification

Pardon me?
Excuse me?

Fillers

Let me see/
That's a difficult
question

Agreeing

Me too/Me neither

Summarizing comments

Sounds
good/nice/fun

Asking for example

For example?
Like what?

Follow up Questions

Is this/that...?
What/Where/When?

Shadowing

A: I found it!
B: Found it?

Letting your partner talk

How about you?

REJOINDERS & SHADOWING

Rejoinders

That's great/ I see/
Uh-huh/ Oh yeah?

Shadowing

A: I found it!
B: Found it?

LET'S PRACTICE SOME REJOINDERS!

Showing interest

Oh, really?

Oh, yeah?

Oh, wow!

Showing you are listening

Uh-huh

Mm-hmm

I see.

Partner A: Read the passage. Pause when you see (||).

Partner B: Show you are listening. Use the phrases above when you hear your partner pause.

Last week, I took my grandchildren to the zoo. It was a beautiful day, but it was very hot. It was over 33 degrees. || I have 3 grandchildren. They are 7, 10, and 12. || Because it was so hot, we took many ice cream breaks. That day my grandchildren had 4 ice cream cones each. || The children enjoyed watching the animals. Their favorite animals were the penguins and the koalas. || We spent 7 hours at the zoo and saw every animal twice. || When we got home, my grandchildren didn't want dinner. So my daughter wasn't happy because they ate too much ice cream."

Change the roles and repeat the story.



EXAMPLE

Last week, I took my grandchildren to the zoo. ||

Oh, yeah?

It was a beautiful day, but it was very hot. It was over 33 degrees. ||

Oh, really?

I have 3 grandchildren. They are 7, 10, and 12. ||

Uh-huh

Because it was so hot, we took many ice cream breaks. That day my grandchildren had 4 ice cream cones each. ||

Oh, wow!

ACTIVITY 1 – DIRECTIONS

Time: 1 minute

- 1) Open the Worksheet – Activity 1.
- 2) In the breakout room, choose roles A or B.
- 3) A: Read the paragraph, pause when you see (||).
B: When your partner pauses, use an appropriate rejoinder.
- 4) Change roles and repeat (if you have time).

Activity 1

Practice (Rejoinders) Name: _____

Showing interest: "Oh, really?" "Oh, yeah?" "Oh, wow!"

Showing you are listening: "Uh-huh" "Mm-hmm" "I see."

Partner A: Read the passage. Pause when you see (||).

Partner B: Show you are listening. Use the phrases above when you hear your partner pause.

"Last week, I took my grandchildren to the zoo. It was a beautiful day, but it was very hot. It was over 33 degrees. || I have 3 grandchildren. They are 7, 10, and 12. || Because it was so hot, we took many ice cream breaks. That day my grandchildren had 4 ice cream cones each. || The children enjoyed watching the animals. Their favorite animals were the penguins and the koalas. || We spent 7 hours at the zoo and saw every animal twice. || When we got home, my grandchildren didn't want dinner. So my daughter wasn't happy because they ate too much ice cream."

Change the roles and repeat the story.

LET'S PRACTICE SHADOWING!

I will tell you how to get to
my house.

_____,OK.

Go straight for ***two
blocks and turn left.***

_____ and _____.

That's right. Go straight ***for one
block*** and it's ***on the left.***

_____ and _____?

That's correct!

Great! Thank you!

ACTIVITY 2

RULES

1. **A: Choose** and **circle** a house (A-H).
2. **A: Guide** your partner to **your house**.
3. **B:** Partner **shadows** directions.
4. **B: Check** your answer.
5. **A & B: Change roles** and **repeat**.

ACTIVITY 2 – DIRECTIONS

Time: 2 minutes

- 1) Open the Worksheet – Activity 2.
- 2) In the breakout room, choose roles A or B.
- 3) A: Choose a house (A-H) and guide your partner.
B: Listen and shadow your partner's direction.
Check if you found the correct house.
- 4) Change roles and repeat (if you have time).

















Activity 2

Directions (Shadowing)

Name: _____

Guide: Choose a house (A-H). Tell your partner how to get to your house.

Follower: Listen to the directions. Repeat directions to check your understanding.

supermarket 	A 	B 	train station 
C 	D 	bookstore 	park 
E 	bus stop 	post office 	F 
flower shop 	G 	police station 	H 
start ↑			

All images: Flaticon.com

LET'S TALK FROM OPENERS TO CLOSERS WITH YOUR INFORMATION!

Openers

A: How are you
doing?

B: Great/ Good/
Pretty good/
OK/

All right/

Not bad/

Not so good.

And you?

Oh really?/

Oh, wow.

Oh yeah?/

Uh-huh

I see/

Shadowing

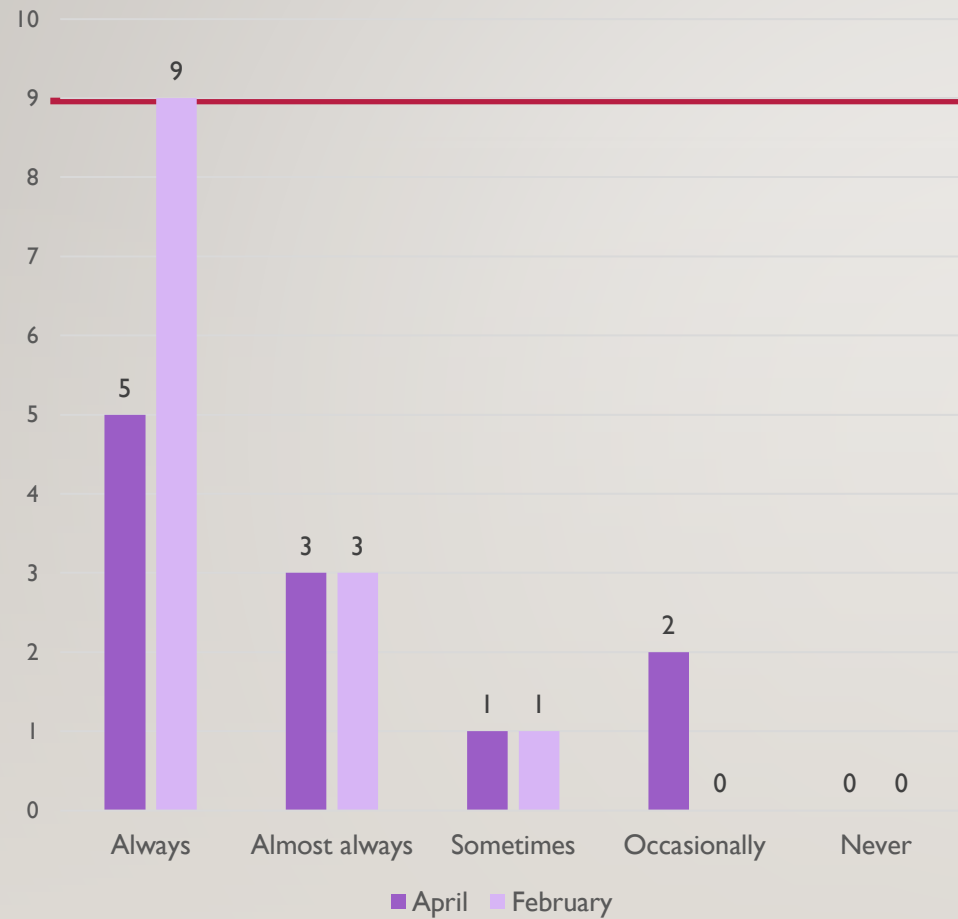
Talk about your
weekend

Closers

**A: Nice
talking
with you!**

B: You too!

1. How often are you able to use CSs? (Openers/Closers)



2. How many CSs are you able to use? (Rejoinders)

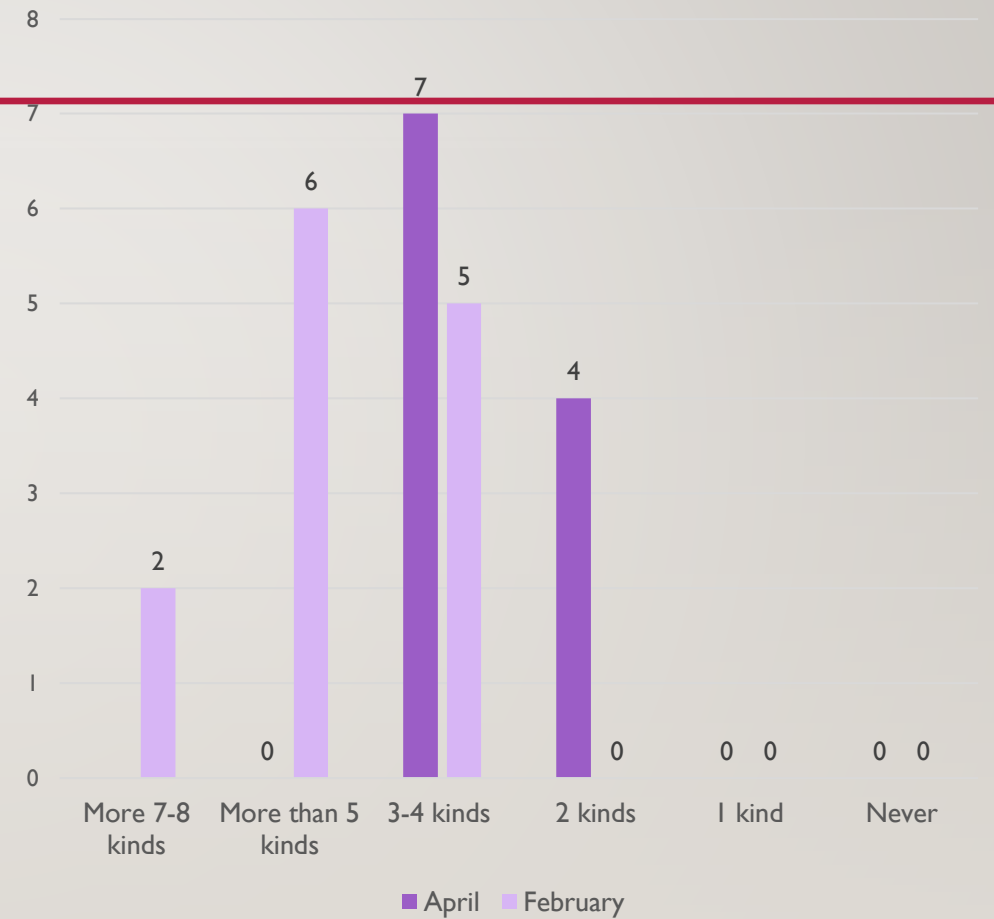
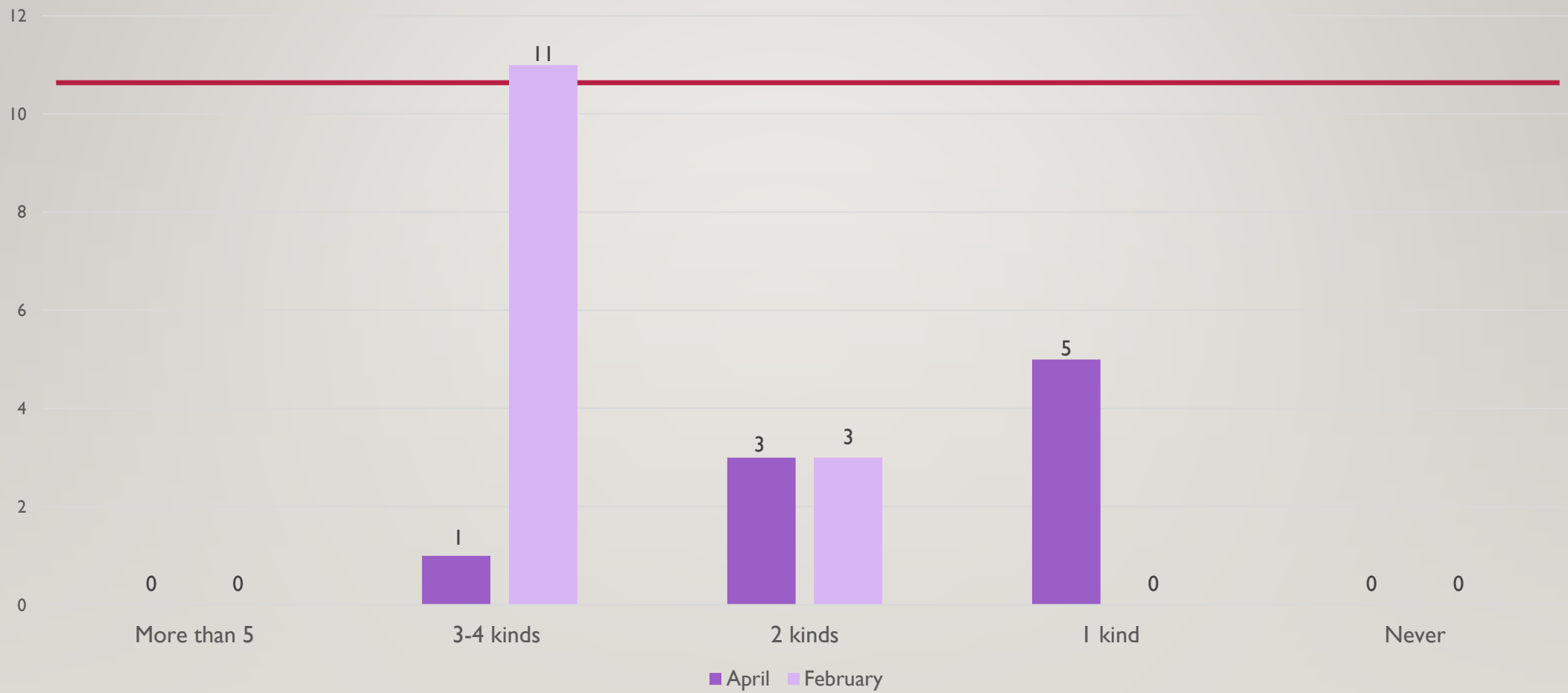


Chart 3
How many kinds of FQs are you able to use?



RESEARCH DATA

GABRIEL MISAKA (ON GOING)

Chart 4 - Follow Up Question
Average per Student (N = 4)

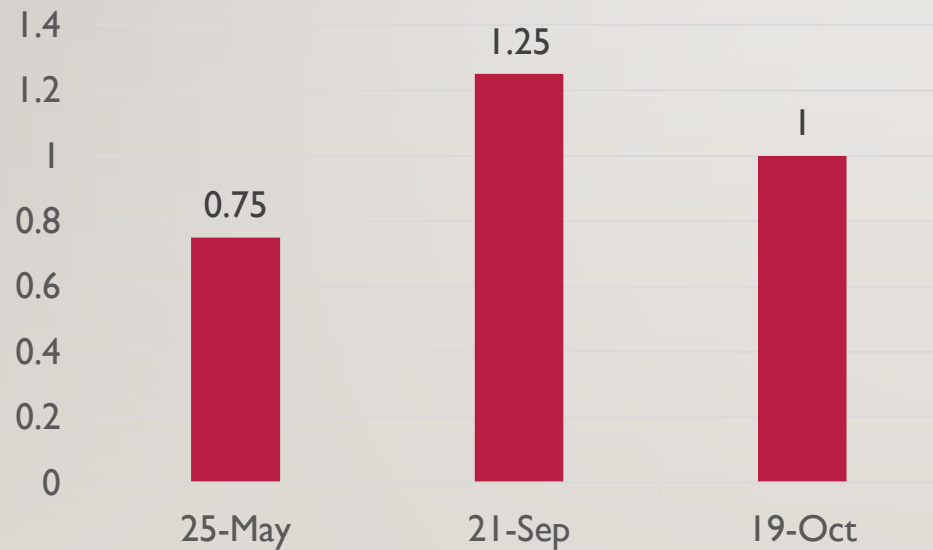
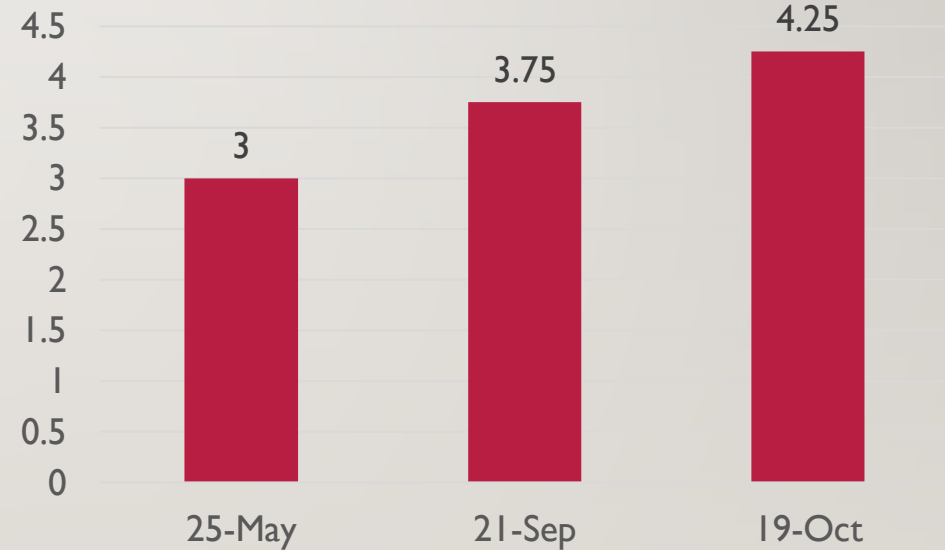


Chart 5 – Shadowing Average per
Student (N = 4)

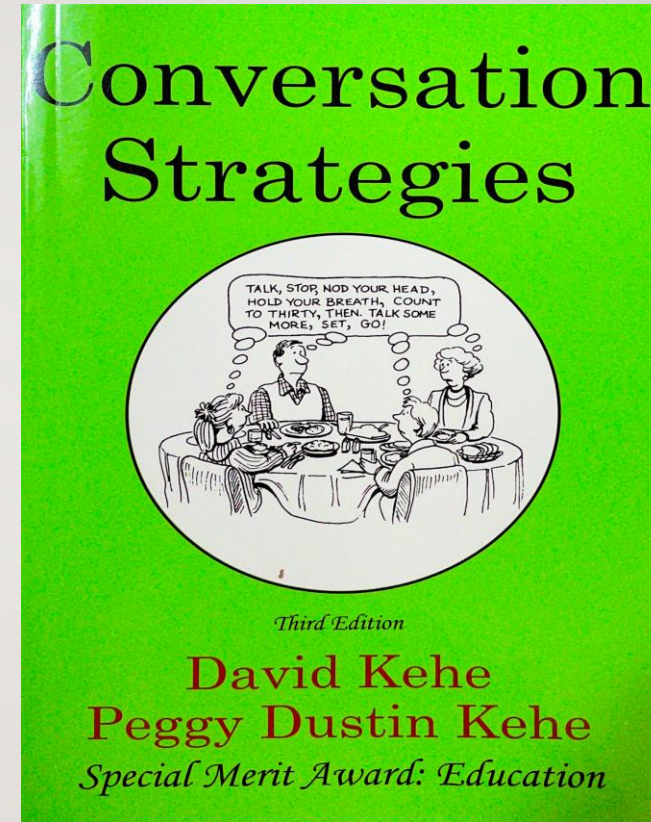
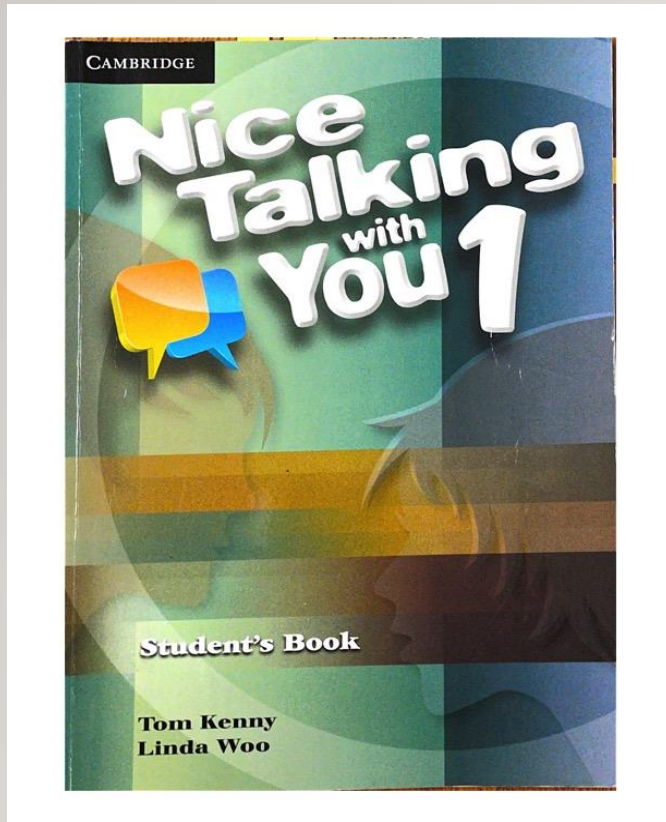


Overall Summary

- 1. The use of CSs and Timed Conversation is effective for developing Third-Age learners' speaking skills.**
- 2. Especially 5-time recursive practice with different partners is important to help improve their Communicative ability.**
- 3. Careful consideration is necessary for Third-Age learners.**



Textbooks for communication Strategies



References

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, Vol. 1, 1-47.
- David Kehe., & Peggy Dustin Kehe. (2018). *Conversation Strategies*. Vermont: Pro Lingua Associates.
- Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly*, Vol. 29, No. 1, pp. 55-85.
- Kenny, T., & Woo, L. (2011). *Nice talking with you*. Cambridge: Cambridge University Press.
- Nation, P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Savignon, S.J. (1997). *Communicative Competence: Theory and Classroom Practice*, 2nd Edition. New York: McGraw-Hill.
- Savignon, S.J. (Ed.) (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven, CT: Yale University Press.
- Schmidt, R. (1992). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition*, 14(4), pp. 357-385.



Satsuki's Action Research Final Report

<https://www.nufs.ac.jp/media/Satsuki2.pdf>

Satsuki McNeill

 sachanmcneill@hotmail.com

Gabriel Misaka

 gtmisaka@gmail.com