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Oral Communication



Anyone who learns a foreign language wants to be understood and understand what the speaker says in that language. According to Firth (1937) man is a phonetic animal.

We first acquire a language orally. That's true for mother tongue. But when we learn a foreign language, it seems that we are afraid of speaking and we tend to go against its natural development.

Every language in the world was first spoken and then written. Some are not even written at all. So, any language is based on oral communication. That is the most important part of a living language because everything else comes from it, such as grammar rules, new vocabulary, spelling etc. Once a language is no longer spoken it dies. That is what happened to Latin, for instance. What remains now is just history of it. No one else use it for communication.

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Of course a written language is relevant in order to perpetuate the language, but it was made of what was first spoken.

A Brief History of the English Language

Languages are living organisms that are born, evolve and die. The rhythm of this journey throughout history can vary. There are dialects that become official languages (e.g. the London dialect became the official English language) and languages that disappear along its last speakers.

This journey can be fascinating. The most important linguistic family is Indo-European, in number of languages and speakers. Indo-European originated many languages over 6,000 years ago. Nowadays, maybe half of our planet population speaks some language derived from that family.

Take a look at the chart <http://www.danshort.com/ie/iecentum.htm> and you can have an idea of what I am talking about.

When Celts arrived to the Britain region 600 years B. C. there was a Basque language there, a language that evolve to some sort of dialect in Spain and France. That's where we first have an English embryo. The invasions that happened in the Britain Islands brought the Romans, Anglos, Saxons, Juts, and Germans etc.

In those battles there was resistance, but also cultural and linguistic fusion which helped to give birth to the English language.

The language spoken in the Islands between 449 A.C. and 1100 A. C. was so called Old English which used to be Anglo-Saxon before that. It was not a uniform language. There were local variations, as we have today. Some characteristic of this language were: 3 genders (male, female and neuter), declinations for nouns, adjectives and pronouns (genitive, nominative and dative cases).

The language was changing and by the end of the 11th century when Franc Normands crossed the English Canal and conquered England until the 15th century, Middle English was the predominant language. Contact with French explains some changes such as: French words, spelling, no more cases or gender etc.

Geoffrey Chaucer with his masterpiece *The Canterbury Tales* symbolizes the birth of English as a national language. Although Chaucer wrote in English, the government language was still French. Henry V was the first king to use English in official documents, including his will.

This demonstrates the importance of spoken language, and how slowly it becomes written.

After a transition time, after the 1500's, Modern English arises and it can be divided into 2 phases: Classical Modern English (until 1600) and Contemporary Modern English (from 1600 until nowadays). The main changes were Standard English in England, pronunciation changes and spelling standardization.

The glorious time of Elizabeth I was prosperous either economically as to the language. Her most famous subject, poet and playwright William Shakespeare contributed immensely to the English language golden era. Her successor James I named another masterpiece: "Authorized Version of the Bible" or "King James Bible", the first translation of the Bible to English. He also unified two kingdoms – England and Scotland through the English language. Considered the most powerful protestant king in England, adopted, for foreign political reasons, the title "Great Britain". The language of expanded state was getting international recognition. During their reigns, for almost a century, the English language achieved richness, beauty and vitality of expressions that people are still astonished.

However, the science language was still Latin, mainly in mathematics and theology, because of its regular grammar spelling conventions and systematic style. The idea of academic English started in the 17th century. It was then created Royal Society, a commission to improve the English language.

In the 16th century, the conquest of the New World helped the language to expand, develop and root in America. The colonial experience affected the language. Spanish, French, Dutch and even native Indians influenced the language and changed it with new words, phrases and sounds. As the United States prospered in power and influence, so did the English language. The Declaration of Independence was not only a cry for liberty but also an example that marked English in the New World. Thomas Jefferson, Benjamin Franklin, John Adams and other leaders of American Revolution were responsible for it. The American English was the pride of independence. In the 18th century Franklin was worried about the chaotic English

spelling convention so, he proposed a reformation by publishing the article *A scheme for a new alphabet and a reformed mode of spelling*.

In the 19th century, Noah Webster published *American Dictionary of the English language*. Webster was a great influence in American spelling. We owe him *color* instead of *colour*, *wagon* and not *waggon*, *fiber* instead of *fibre* etc.

As time went by, there was much more between British and American English. Canadian, for instance, framed when American legalists ran from New York and Pennsylvania after 1776 Revolution and established in the South of Ontario and then to the west in 1780's.

In 1899, at the apogee of the Britain Empire, Bernard Shaw shot the pretensions of English discourse with *Captain Brassbound's Conversion* and later with *Pygmalion* that showed how Shaw was fascinated by class and geographic variation in London. That language known as Cockney was spoken by every Londoner who was not part of the Court. Cockney became the speech of east London workers and gradually a low, ugly and wrong language. As the west part of the city identified with traditional standard English, Cockney was confined to the east suburb.

At the end of the 19th century and beginning of the 20th century, English, Scottish and Irish establish in Australia, New Zealand, South Africa, India, and The Falklands (known as Malvinas by Argentina). The commonwealth community speeches are still alike. The British Empire was putting its footprints all over the world and London was its capital.

The spread of English all over the world is linked to England and the United States economic and political power.

In the 21st century we no longer consider British, American or Canadian English. Currently, English got a status of language for international communication. The history told here is just to illustrate the development of a language.

1.1. Objectives

The aim of this subject is to incentive, motivate and make teachers able to use the English language orally in their classes and also enable their students to do the same.

We will deal with issues connected to spoken language in different discourse genders and hence, different situations for social use of the language in real situations in order to optimize and promote communicative competence in using the foreign language as well as autonomy in learning. By practicing activities, students will reflect about listening and speaking as well as training these skills. There will be training for listening, pronunciation and intonation as ways of linguistics skills so further we can train listening and speaking so that we can provide students with communicative and linguistics competence.

The proposed activities, either theoretical for teaching reflection or practical for improving fluency, can also help teachers to feel safer when using multiple languages in the classroom and build a discursive competence in a pluricentric perspective that considers linguistic diversity of different English speaking peoples.

At the end of this subject students should be able to effectively implement the new *Proposta Curricular da Secretaria da Educação do Estado de São Paulo* concerning the spoken use of English a communicative and socio interactionism point of view.

1.2. The Role of a Foreign Language Teacher

Learning or teaching a foreign language long ago meant memorizing rules and vocabulary lists. However, students' will, globalization and access to information and technology has brought new pedagogical practices that value not only form but the person as well.

There are more non native speakers of English than native ones in contemporary world. Approximately 350 million people speak English as a mother tongue, whereas 1.4 billion people speak English as a second or foreign language.

Considering this situation, English is the language for international communication. The more people speak a language the more important it becomes.

So, it's necessary to learn English in a modern world to communicate, that is, to understand and be understood. Widdowson (1991) claims that the last purpose of language learning is the acquisition of communicative competence to interpret, that can be revealed in conversation or correspondence, implicit as a psychological activity underlying the abilities to speak, listen, write and read. According to the author, communicative skills include linguistic skills, but not the other way around. This statement can be proved with the Direct, Grammar and Translation Methods that focused on grammar structures instead of communication.

Thus, learning and teaching process broaden since it does not only aim at learning a new code, but yet promote communication and build representation of reality in order to help the learner's formation as a whole.

Teaching must be planted on a vision that learning a new language is not the same as codification and decodification of information, it's much more. Thereby, teaching languages for communication must use an approach that associates linguistics and communicative skills at the same time.

Learning a language is "aprender a significar nessa nova língua e isso implica entrar em relações com outros numa busca de experiências profundas, válidas, pessoalmente relevantes, capacitadoras de novas compreensões e mobilizadoras para ações subsequentes." (Almeida Filho, 1993, p.15).

So, the English language teacher must use the language communicatively. One cannot teach one language using another. The use of the target language in classroom communication helps learning and teaching process.

Communicative language teaching is the one that organizes learning experiences in terms of activities and tasks students really interest or need to make him/her able to use the target language for real interactive actions with other speakers who use that language. Or, else it is the one does not get the forms of a language described in grammars as a sufficient model to organize experiences of learning another language, but gets unities of actions done with language as organizing authentic target language samples offered to students.

Being communicative means to worry more with students as a subject and agent in the formation process through a foreign language. That means less emphasis on teaching and more

strength to the possibilities open to students to recognize themselves in practices that make sense for their lives and make difference to their future as citizens.

As a teacher, being communicative means:

- ★ Provide learning experiences with meaningful and relevant contents to practice and use the new language which is recognized by students as valid experiences for their formation and intellectual growing;
- ★ Use a communicative terminology to deal with communication learning in the target language;
- ★ Must teach the language and not about the language;
- ★ Tolerate (by understanding) the role of the mother tongue as support, including mistakes that can be recognized as signals of learning a new capacity of communicating in another language;
- ★ Represent students' universe themes and conflicts as problematization and dialogue action, motivating their creativity in order to get a collaborative learning;
- ★ Offer conditions for subconscious learning when dealing with relevant contents that involves the learner for conscious learning of linguistics regularities and even for routinization of linguistics subsystems as pronouns and verb tenses which basis the extensive communicative use of the new language. Fluency is as important as grammar accuracy;
- ★ Respect individual variation concerning affective variations such as motivations, anxiety, restraints, empathies with cultures that use the target language, self confidence etc. ;
- ★ Evaluate what students can perform in communicative activities and tasks instead of assessing their grammar knowledge unapplied about the target language. Competence is built by using the language.

Thus, course book is no longer a bible to be followed blindly, yet it becomes one of the resources to learn along with other authentic input sources such as magazines, newspapers, movies, videos, TV programs, songs, maps, menus, graphs, etc. not to mention several Internet resources.

The main and most subjacent to all teaching acts objective is to provide with students competence development on target language. Although almost every teacher aims at some version of communicative competence (usage) of the foreign language, it is not uncommon that the

process leads to the new language formal linguistics competence (linguistic system). When that happens, students learn about the language, know and recite generalizing rules, but they don't engage a competence of proposed use in interaction with other speakers of the foreign language. By developing communicative competence, students automatically develop linguistic competence although the reverse is not necessarily true.

Brown (1993, p.15) claims that “ the only great challenge in teaching language profession is to move meaningfully beyond teaching rules, patterns, definitions and other knowledge ‘about’ the language, to the point that we teach our students to communicate genuinely, spontaneously and meaningfully in a foreign language.”

When one learns a language, four skills are concerned: reading, listening, writing and speaking. Whereas the former are considered input, that is, what is received orally or written, the latter are output, what is produced spoken or written.

We must focus on spoken language in the classroom even to make classes more attractive to students that away from classroom are also very exposed to English either through films, games, Internet, songs etc. School as part of students' reality becomes more interesting and motivating. So, teaching and learning English as a foreign language can promote knowledge in oral practices which will build necessary autonomy so that students can develop strategies of learning to learn a foreign language.

However, according to Consolo (2007, p. 301-302):

(...) as habilidades de compreensão e produção oral em línguas estrangeiras representam um desafio a um número significativo de alunos e também a professores de diversos contextos de ensino de línguas. Enquanto alunos línguas estrangeiras como gostariam, os professores muitas vezes consideram difícil trabalhar essas habilidades, por exemplo, no Ensino Fundamental e Médio e na universidade, inclusive em cursos de formação de professores.

See the complete text in:

http://www.cce.ufsc.br/~clafpl/27_Douglas_Altamiro_et_al.pdf

There are difficult times, for many reasons. Classes are too crowded, there are not many weekly meetings, and teachers tend to be insecure concerning their linguistic competence. Anyway, these variables can harm oral practice which implies on building interpersonal meanings that can engage students into discourse and curricular activities. However, English teachers must overcome problems. A good start point is to speak English in the classroom. As you come into the classroom, greet students in English and repeat the same ritual when leaving the class by saying goodbye. Recurrent phrases tend to be acquired naturally. Mix mother tongue and foreign language in the beginning and gradually increase the use of English. It's inconceivable teaching English in Portuguese.

Pronunciation



Every language has 4 wheels:

Semantics which are the rules of meaning, Syntax which are rules of order or arrangement, Morphology which are rules of formation and last but not the least, Phonology which are the rules of pronunciation.

In pronunciation we can have:

- ★ PHONEMES: sounds significantly different from others
- ★ MINIMAL PAIRS: pairs of similar sounds in words. Ex: ship x sheep
- ★ ALLOPHONES: variation of a phoneme that can be interchanged without affecting the meaning. Ex: The /l/ sound is pronounced differently in 'love' and in 'wool'. These two words contain allophones of the phoneme /l/.
- ★ HOMOPHONES: same sounds, different spelling. Ex: eight x ate; sea x see.

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- ★ **HOMOGRAPHS:** same spelling, different sound, different meaning. Ex: read (present) x read (past); tear (noun) x tear (verb). When words are homographs, nouns are stresses on the 1st syllable and verbs on the 2nd one.
- ★ **HOMONYMS:** different meaning, same spelling, similar sound. Ex: record (noun) x record (verb), don't lie x lie down.
- ★ **VOICED:** when you feel a vibration on the vocal cords. All vowels are voiced.
- ★ **VOICELESS:** no vibration on the vocal cords.
- ★ **STRESS:** Stress is emphasis given to certain syllables in words. In English, stress is produced with a longer, louder and higher pitched sound than unstressed sounds. Example : The word 'banana' has stress on the second syllable, the word 'photographic' on the third. Unlike many languages, stress in English is unpredictable, and learners generally need to memorize individual words. Areas for teachers to focus on include word families, which show different stress patterns, e.g. 'photo', 'photographer', and 'photographic', and some words that have different stress in different forms, e.g. 'produce' and 'desert', verb and noun.
- ★ **RHYTHM:** it is the intonation, the melody of the language. Sometimes, even when you can't understand the meaning of what someone is speaking, you know what language the person is speaking because of its rhythm. In English, the rhythm comes from the stress.

There are some problems involving Brazilians speaking English. Brazilian Portuguese accent when speaking English is due to:

- ★ Nasal vowels (pão, são)
- ★ Insertion of vowels between consonants
- ★ Syllable rhythm with too much emphasis on unstressed syllables
- ★ Portuguese is a language marked by syllables and English is a language marked by stress

Although there are different accents, in different places and countries and for different peoples, pronunciation should be clear in order to make communication more effective. Some phonemes cannot simply be replaced by others without being misunderstood. For example: the final sound of the consonants in RUN and RUM, if they are not pronounced differently meanings will be mixed. The same goes for TAUGHT and THOUGHT, and so on. You don't have to speak as a native speaker. It is all right to have some accent. It will be part of your

identity. But take care not to damage communication as you can check watching the video: The Italian man who went to Malta: <http://www.youtube.com/watch?v=m1TnzCiUSI0&feature=related>

More about pronunciation see:

<http://www.sk.com.br/sk-pron.html>

If we think back to the history of the English language, we will notice that the written English language was created after the London dialect at the time. As language changes and that dialect would not remain as one only language, later on there were some problems concerning spelling and pronunciation, as you can picture by reading the following text, especially if you read it aloud:

"When the English tongue we speak,

Why is break not rhymed with freak?

Will you tell me why it's true

We say sew, but likewise few?

And maker of the verse

Can not cap his horse with worse?

Beard sounds not the same as heard,

Cord is different from word.

Cow is cow, but low is low;

Shoe is never rhymed with foe,

Think of hose and dose and lose,

And of goose and yet of choose.

Think of comb and tomb and bomb,

Doll and roll, and home and some,

And since pay is rhymed with said,

Why not paid with said, I pray?

We have blood and food and good;

Mould is not pronounced like could.

Wherefore done, but gone, and lone?

Is there any reason known?

And, in short, it seems to me

Sounds and Letters disagree."

(M. Needdleman. A manual of pronunciation, apud MASCHERPE, 1970.

Now, if you want, you can practice it by checking:

<http://www.youtube.com/watch?v=FmAaX0kREGQ>

Intonation



Portuguese language intonation pattern is on the syllables whereas English language intonation pattern is on stress. That makes all the difference in a spoken language. It is what we call intonation, melody, rhythm. It makes one language sound different from each other. Intonation is fundamental in spoken communication but meanwhile many languages share this system, learners often find patterns such as falling intonation difficult. It also has to do with stress.

Content words, the ones that carry the meaning of the message (nouns, main verbs, adverbs, adjectives, question words and demonstratives) are usually stressed. **I saw her.**

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Content Words

main verbs

Function words (articles, prepositions, auxiliaries, pronouns, conjunctions, relative pronouns etc.) are usually unstressed, unless they are to be given special attention for some reason.

Intonation is the way the pitch of a speaker's voice goes up or down as they speak. Intonation can be rising, falling or flat and is used to communicate how a speaker feels.

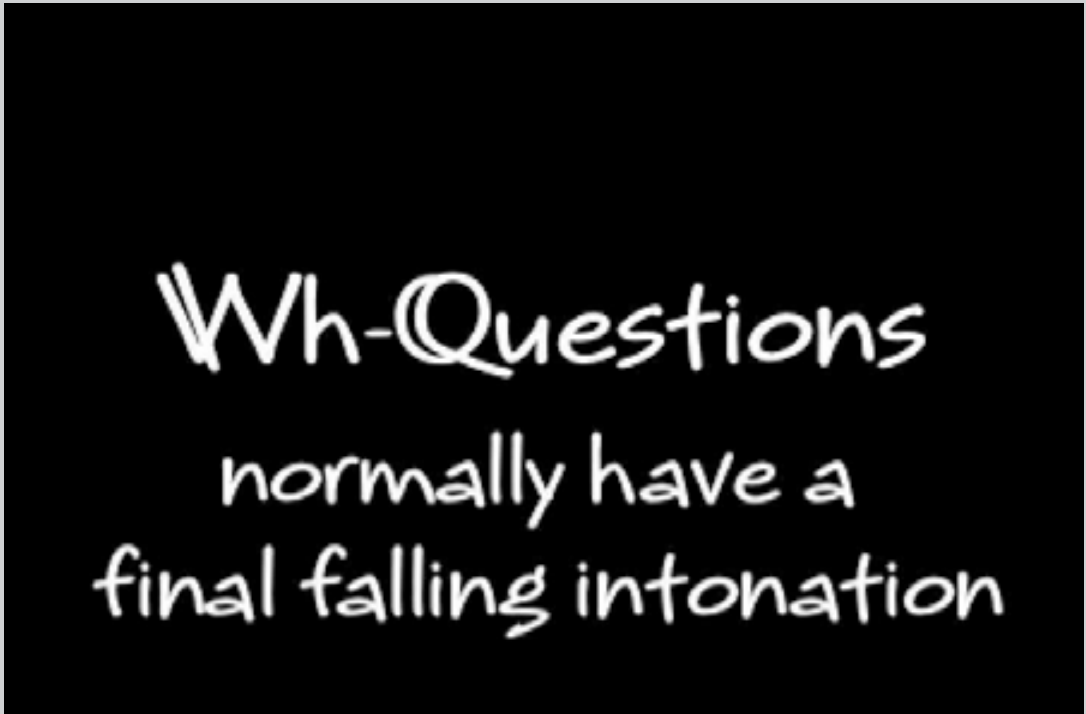
Not all rises and falls in pitch that occur in the course of an English phrase can be attributed to stress. The same set of segments and word stresses can occur with a number of pitch patterns.

The rise and fall of pitch throughout is called its intonation contour. English has a number of intonation patterns which add conventionalized meanings to the utterance: question, statement, surprise, disbelief, sarcasm, teasing.

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Some examples:

An English language speaker uses a rising intonation in spoken discourse to show that they haven't finished a sentence. The intonation commonly drops at the end of a sentence to show they have finished.



Wh-Questions
normally have a
final falling intonation

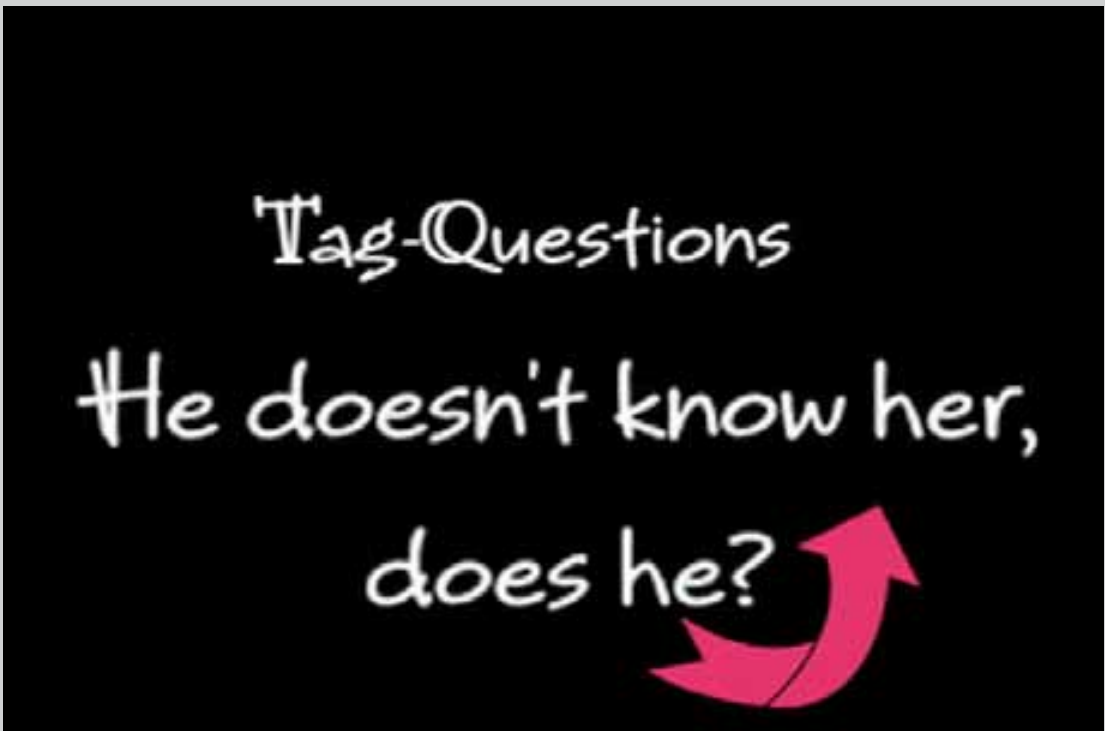
Wh-Questions normally have a final falling intonation, e.g.:

- ✱ What's your name?
- ✱ Where were you born?
- ✱ How long have you lived here?
- ✱ What do you do?
- ✱ Where do you live?

Yes-No Questions
normally have a
final rising

Yes-No Questions normally have a final rising intonation, e.g.:

- ★ Could I borrow your dictionary?
- ★ Do you have her phone number?
- ★ Did she travel with you?
- ★ Using a different pattern typically adds something extra to the sentence. E.g., falling intonation on a Yes/No question can be interpreted as abruptness. Rising intonation on a Wh-question can imply surprise or that you didn't hear the answer the first time and are asking to have it repeated. Pay attention to these details.



Tag-Questions
He doesn't know her,
does he?

In **TAG-QUESTIONS**, for instance, if you use a final rising intonation, you actually don't know the answer. Ex: She's helpful, isn't she?

- ★ He doesn't know her, does he?
- ★ You won't travel on Saturday, will you?

But if you use a final falling intonation, it's just a rhetorical question, that is, you are not really making a question because you already know the answer, you are just trying to make conversation. Ex: Lovely day, isn't it?

- ★ It's cold, isn't it?

Sometimes rising and falling can be together at the same sentence. On sentences where option is presented there is a rising intonation first and it falls on the last option.

- ★ I need two pencils, a black pen and some ink.
- ★ Are you going to the movies or to the theater?
- ★ He bought apples, peaches and peas.
- ★ Do you want it black, white, yellow or blue?

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Ficha da Disciplina:

Compreensão e Produção Oral



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Rosário possui graduação em Letras pela Universidade Estadual Paulista Júlio de Mesquita Filho (1982), mestrado em Letras pela Universidade Estadual Paulista Júlio de Mesquita Filho (1993) e doutorado em Letras pela Universidade Estadual Paulista Júlio de Mesquita Filho (2000). Atualmente é professora assistente doutora da Universidade Estadual Paulista Júlio de Mesquita Filho. Tem experiência na área de Letras, com ênfase em Línguas Estrangeiras Modernas, atuando principalmente nos seguintes temas: língua inglesa, ensino-aprendizagem, tradução, estudos da linguagem, linguística.

Ementa da disciplina:

Gêneros de discurso e as situações sociais de uso da língua oral; aspectos da comunicação oral: recepção e produção. Pronúncia, fluência e inteligibilidade; o inglês como língua de comunicação internacional; tecnologia e o acesso às manifestações orais da língua inglesa. Atividades práticas de compreensão e produção com ênfase nas competências comunicativas a fim de propiciar uma visão de ensino de línguas que seja capaz de promover autonomia intelectual e maior capacidade de reflexão dos aprendizes e educadores. Reflexão sobre o uso da língua como instrumento de comunicação social e de formação humana e cidadã.

Estrutura da Disciplina

Mód. III – Recursos Midiáticos e Comunicação oral
Disciplina 05: Compreensão e Produção Oral.

1. Oral Communication

- 1.1. Objectives
- 1.2. A brief history of the English language

2. Pronunciation

3. Intonation



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