The Road to Multi-literacy: Teaching Speaking Cycle and Foreign Language Speaking Anxiety

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Abstract- This study sought to identify and improve the level of foreign language speaking anxiety of Senior High School (SHS) students and develop their core speaking skills through a Model for Teaching Speaking, the teaching-speaking cycle.

This study is grounded on the Model for Teaching Speaking by Goh and Burns (2012). This is a pedagogical model for classroom implementation designed to provide learners a holistic experience for developing their speaking skills by providing a sequence of learning activities and series of lessons that focus on speaking.

This study used the Foreign Language Anxiety Scale by E K Horwitz (1986) as instrument in gathering data in identifying the level of foreign language speaking anxiety of SHS students before and after the use of the teaching-speaking cycle. Rubrics of Core Speaking Skills based on the performance of the students on actual classroom speaking tasks were used to describe the core speaking skills of the respondents before and after the classroom implementation of the Teaching Speaking Model.

The data gathered were analyzed through quantitative methods. Mean was used to describe the foreign language speaking anxiety level of SHS students and the level of their core speaking skills. One-way Anova was used to test if there is a significant difference in the level of foreign language speaking anxiety and core speaking skills of SHS students before and after the use of the Teaching Speaking Model.

It was found out that the road to multi literacy was through the use of Teaching Speaking Cycle, wherein the results revealed that it addressed the foreign language speaking anxiety of students and developed/improved their core speaking skills.

Index Terms- teaching-speaking cycle, foreign language speaking anxiety, core speaking skills, rubrics

I. INTRODUCTION

In Philippine educational setting, learning to speak in English as a foreign language is a very important skill to learn. It can contribute to the success of students in their future career especially for those who are aiming to work abroad where a good command of the English language is a requirement. It can also be considered as a life skill as this is used in different situations, events and occasions that require the skill.

However, in classrooms there are students with the so called foreign language speaking anxiety which can hinder the development of their speaking skills. Horwitz (2001) asserts that one-third of all foreign language learners experience some level of language anxiety.

Thus, the introduction to English teachers of a model for teaching speaking by Goh and Burns (2012) is recommended. This is a pedagogical model for classroom implementation designed to provide learners a holistic experience for developing their speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) by providing a sequence of learning activities and series of lessons that focus on speaking.

In addition, this model may address the foreign language speaking anxiety of students through their exposure to relevant and meaningful speaking tasks during their English subjects, like Oral Communication. The Foreign Language Classroom Anxiety Scale by Horwitz (1986) will serve as instrument in gathering baseline data in identifying students with foreign language speaking anxiety.

It is hoped that after the use of this teaching speaking model the foreign language speaking anxiety of student-respondents in this study will be decreased and their core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) developed, improved and enhanced.

II. RELATED STUDIES AND RESEARCH

The Teaching-Speaking Cycle

Among the macro skills, speaking is most of the time neglected in the language class. Speaking is regarded as a neglected skill in foreign language education (Ur, 1996). There are reading remediation and intervention programs. There are writing exercises and activities to develop and enhance writing skills. There are available listening materials from the radio, cd, and from teachers themselves. But speaking activities are quite few. In the investigation of students' perspectives on anxiety and speaking, the students reported that they would feel more confident about speaking in class if they practiced speaking more (Young, 1990). Usually only the bright ones are participating in classroom interactions. Thus, their speaking skills are further developed and enhanced. These classroom situations leave the timid ones behind. Their speaking skills are usually not fully developed. It is on the hand of the language teachers to provide relevant speaking tasks for all students especially to those whose speaking skills are not yet developed. This is very important as this can result to a successful career for these students. As speaking is the most important and rewarding aspect of language

learning (Hall & Austin, 2004; Nunan, 1991), it shouldn't be neglected in language classes. One way to do this is the use of Goh and Burns' Teaching-Speaking Cycle.

Goh and Burns (2012) base their discussion of the cognitive processes in speaking on Levelt's (1989) model of speech processing and introduce three key features of learner's speech: fluency, accuracy and complexity. Speaking tasks are focused on these three key features. Fluency tasks, accuracy tasks and complexity tasks are all taken into consideration. These tasks are properly balanced and combined by language teachers inside the language classes.

The Teaching-Speaking Cycle, a pedagogical model in teaching speaking, has 7 stages wherein according to Goh and Burns (2012) the teacher's role in every stage is crucial in facilitating practice and learning, and providing input and feedback. The first stage is Focus learners' attention on speaking. In this stage, the teacher raises learners' meta-cognitive awareness about learning to speak in a second language. The second stage is providing input and/or guide planning. The purpose of this stage is for the students to acquire appropriate vocabulary and accurate language form relevant to speaking needs, understand social and linguistic conventions of speech and speakers' roles and relationships for particular contexts and provide a wide range of utterances to express meaning more exactly. The third stage is conduct speaking tasks wherein the objectives are for students to learn a range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) and develop fluency in expression of meaning. The fourth stage is focus on language/discourse/skills/strategies. Its goals are to acquire appropriate vocabulary and accurate language form relevant to speaking needs, understand social and linguistic conventions of speech for particular contexts, learn a range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization) and employ oral communication strategies. The fifth stage is repeat speaking tasks wherein the aims are to learn a wide range of core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization), produce a wide range of utterances to express meaning more precisely, develop fluency in expression of meaning and employ appropriate oral communication strategies. In the sixth stage, direct learners' reflection on learning, they self-regulate their performance and overall development. The seventh is facilitating feedback on learning. The target in this last stage is to develop meta-cognitive awareness about second language speaking. This involves self-regulation which promote learners' self-awareness in speaking classes. According to Oxford (2011), self-regulation is one of the most exciting developments in foreign language learning. In this stage, learners are given opportunities to provide feedback to their classmates and also to do self-feedback. Immediate feedback is also provided by the language teachers.

Shu and Renandya (2016) consider this model for teaching speaking as a more coherent and comprehensive model. They presented this model in their paper in order to apply this approach in a speaking lesson designed for a group of intermediate students in China.

Foreign Language Anxiety

Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Wu, 2010; Zheng, 2008). It follows that if this obstacle is not overcome by learners, the full potential of learners in foreign language learning is compromised. Foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad and Ahmadabad, 2014).

Horwitz et al. (1986) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". In classroom setting, there are some students who have foreign language anxiety and their language teachers may not know it. One-third of all foreign language learners experience some level of language anxiety (Horwitz, 2001). One way or another anxiety can affect how they learn the foreign language. Horwitz (2001) claimed that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself.

Elaldi, S. (2016) considers the importance of Foreign Language Anxiety in language learning in his research on foreign language anxiety levels of students studying in the Faculty of English Language and Literature at Cumhuriyet University, Sivas, Turkey when they were in preparatory class and when they were in fourth grade.

Reasons why students have foreign language anxiety is looked into by many researches. Cagatay (2015) examines EFL students' Foreign Language Speaking Anxiety (FLSA) and its possible reasons as well as some solutions to it. The participants were 147 Turkish students at the English preparatory program of a state university.

Another reason is the high expectations that learners are required to communicate and speak in public cause anxiety (Elaldi, 2016). The fear of falling short of these expectations can hinder the learning process (Rajanthran et al., 2013). Anxious learners think that their language skills, especially speaking skills, are weaker than their peers' (Young, 1991) because of perceiving speaking ability as the most important.

This foreign language anxiety can affect learners in many ways. It can "make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well" (Na, 2007). Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui, 2011).

According to Hashemi and Abbasi (2013), the friendlier and informal the language classroom environment, the less it is likely to be anxiety provoking. They state that "formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language". Furthermore, the evaluation or criticisms from peers is also a major cause of anxiety (Conway, 2007).
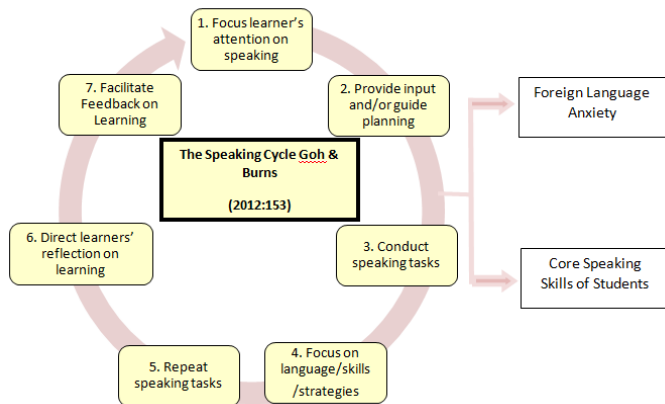
The Foreign Language Classroom Anxiety Scale by E K Horwitz (1986) is composed of 33 items. This described the level of language anxiety of foreign language learners.

Language teachers being aware who among their students have this anxiety can make a big difference in supporting their

students in language learning. Knowing that there is a problem or hindrance in language learning can guide teachers in ways of addressing this problem through innovative solutions. One of these solutions is the use of a teaching speaking model that can develop, improve and enhance the core speaking skills of the learners and decrease the level of their language anxiety. This is the **road to multi literacy**.

Road to Multi Literacy

The figure below presents the seven (7) stages of the Speaking Cycle of Goh and Burns. In this study, the model was used to address the foreign language anxiety of Senior HS students, as well as, developed further, improved and enhanced their core speaking skills (pronunciation, speech function, interaction/discourse management, discourse organization).

III. DISCUSSION OF RESULTS

The results of the Foreign Language Classroom Anxiety Scale (FLCAS) and Core Speaking Skills Rubrics administered to all the 125 senior high school students of the City of Meycauayan Vocational Senior High School (COMVSHS) and 213 senior high school students of Academic Senior High School of the City of Meycauayan (ASHCOM) **before** and **after** the use of the Teaching-Speaking Cycle were presented in Tables 1-3.

Table 1: Descriptive Statistics of Foreign Language Classroom Anxiety of COMVSHS and ASHCOM Students

Item Number of FLCAS	Mean before the use of Teaching-Speaking Cycle	Mean after the use of Teaching-Speaking Cycle
Item 2	3.14	3.48
Item 5	3.04	3.45
Item 8	2.95	3.28
Item11	2.91	3.19
Item 14	2.89	3.18
Item 18	2.87	3.16
Item 22	2.81	3.15
Item 28	2.73	3.09
Item 32	2.70	3.08
Over-all Mean	**2.89**	**3.23**

Scale: **5** - Strongly Agree   -Very Low Level of Anxiety
       4 – Agree   - Low Level of Anxiety
       3 – Neither Agree or Disagree - Average Level
       2 – Disagree   - High Level of Anxiety
       1 - Strongly disagree-Very High Level of Anxiety

The answer -*strongly agree*- indicated **very low** level of anxiety, -*strongly disagree*- indicated **very high** level of anxiety that students felt for items 2, 5, 8, 11, 14, 18, 22, 28 and 32. The results in Table 1 revealed that the level of anxiety of Senior High School Students before the use of teaching-speaking cycle was **average** to almost **low** after the use of teaching-speaking cycle as reflected by over-all means of 2.89 and 3.23, respectively.

Table 2: Descriptive Statistics of Foreign Language Classroom Anxiety of COMVSHS and ASHCOM Students

Item Number of FLCAS	Mean before the use of Teaching-Speaking Cycle	Mean after the use of Teaching-Speaking Cycle
Item 1	3.07	2.01
Item 3	3.20	2.17
Item 4	3.24	2.49
Item 6	3.26	2.52
Item 7	3.29	2.52
Item 9	3.31	2.56
Item 10	3.34	2.59
Item 12	3.34	2.60
Item 13	3.36	2.61
Item 15	3.39	2.62
Item 16	3.42	2.65
Item 17	3.43	2.65
Item 19	3.45	2.67
Item 20	3.47	2.69
Item 21	3.48	2.70
Item 23	3.49	2.71
Item 24	3.51	2.73
Item 25	3.52	2.74
Item 26	3.54	2.76
Item 27	3.57	2.76
Item 29	3.62	2.80
Item 30	3.66	2.82
Item 31	4.30	2.83
Item 33	4.34	2.86
Over-all Mean	**3.48**	**2.63**

Scale: **5** - Strongly Agree   -Very High Level of Anxiety
       4 - Agree   - High Level of Anxiety
       3 - Neither Agree or Disagree- Average Level of Anxiety
       2 - Disagree   - Low Level of Anxiety
       1 - Strongly disagree   -Very Low Level of Anxiety

The answer -*strongly agree*- indicated ***very high*** level of anxiety, -*strongly disagree*- indicated ***very low*** level of anxiety that students felt for items 1, 3-4, 6-7, 9-10, 12-13, 15-17, 19-21, 23-27, 29-31 and 33. A closer look at the over-all mean of 3.48 and 2.63 before and after the use of teaching-speaking cycle as can be seen in Table 2 revealed that the level of anxiety of Senior High School Students was **high** before the use of teaching-speaking cycle to **average** after the use of teaching-speaking cycle.

Table 3: Descriptive Statistics of Core Speaking Skills of COMVSHS and ASHCOM Students

Item Number of Core Speaking Skills	Mean before the use of Teaching-Speaking Cycle	Mean after the use of Teaching-Speaking Cycle
Item 1	1.56	3.06
Item 2	1.60	3.08
Item 3	1.62	3.11
Item 4	1.62	3.18
Item 5	1.63	3.26
Item 6	1.64	3.28
Item 7	1.65	3.29
Item 8	1.65	3.30
Item 9	1.65	3.32
Item 10	1.65	3.34
Item 11	1.66	3.34
Item 12	1.67	3.35
Item 13	1.68	3.35
Item 14	1.69	3.36
Item 15	1.74	3.37
Item 16	1.75	3.40
Item 17	1.79	3.40
Item 18	1.82	3.49
Over-all Mean	**1.67**	**3.29**

Scale: **4** - Exemplary
　　　　3 - Accomplished
　　　　2 - Developing
　　　　1 - Beginning

Table 3 showed the means of Core Speaking Skills of COMVSHS and ASHCOM Students before and after the use of teaching-speaking cycle. The results revealed that the level of Core Speaking Skills of students was from **Developing** to **Accomplished** as indicated by the over-all mean of 1.67 and 3.29, respectively.

Comparison of Means of Foreign Language Classroom Anxiety Levels of COMVSHS and ASHCOM students before and after the use of the Teaching-Speaking Cycle showed a significant difference as shown in the result of One Way Anova in Table 4. A closer look at the Means of 3.4840 and 2.6264 indicated a significant change in the level of anxiety of the students from almost **high** to **low** anxiety.

Table 4. Comparison of Means of Foreign Language Classroom Anxiety Levels of COMVSHS and ASHCOM students before and after the use of the Teaching-Speaking Cycle

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.908	43	.137	210.880	.000
Within Groups	.003	4	.001		
Total	5.911	47			

Furthermore, the comparison of means of Core Speaking Skills of COMVSHS and ASHCOM students before and after the use of the Teaching-Speaking Cycle also showed a significant difference as shown in the result of One Way Anova in Table 5. A significant change in the Core Speaking Skills of the students from **Developing** to **Accomplished** was evident in the Means of 1.67 and 3.29.

Table 5. Comparison of Means of Core Speaking Skills of COMVSHS and ASHCOM students before and after the use of the Teaching-Speaking Cycle

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.286	27	.085	1734.745	.000
Within Groups	.000	8	.000		
Total	2.286	35			

IV. REFLECTION

After statistical treatment of data through the use of Statistical Package for the Social Sciences (SPSS), specifically descriptive statistics and One-way Anova, below were the reflections based on the results of this study.

1. The level of Foreign Language Anxiety of Senior High School Students of COMVSHS and ASHCOM before and after the use of the teaching-speaking model was from almost high to low anxiety.
2. Their core speaking skills based on Rubrics before and after the use of the teaching-speaking model was from Developing to Accomplished.
3. There was a significant difference in the level of their Foreign Language Anxiety before and after the use of the teaching-speaking model. Careful analysis of the data showed that as the level of anxiety increases, the development of core speaking skills was hindered. Whereas, the development of core speaking skills were developed and enhanced as the level of Foreign Language Anxiety decreases. The statistical data indicated that the use of the teaching-speaking model has significantly decreased the Foreign Language Anxiety Levels of Senior High School Students.
4. There is a significant difference in the level of their core speaking skills before and after the use of the teaching-speaking model. It was proven based on the careful analysis of statistical data that the use of the teaching-speaking model has significantly improved the level of core speaking skills of Senior High School Students.

Furthermore, this study has been beneficial to the following:

1. The student-respondents in this study were the prime beneficiaries of this study. Their Foreign Language Anxiety level were identified and addressed through the use of the teaching-speaking model. This case study also helped them to develop, improve, and enhance their core speaking skills through the teaching-speaking model.

2. The Language teachers benefited in this study as their teaching competence specifically in the field of teaching speaking was improved and enhanced. They were able to apply a teaching-speaking model which has been proven effective in developing and enhancing speaking skills in all levels. Being able to identify who among their students have a Foreign Language Anxiety guided them in providing appropriate support and using innovative teaching models for the development of the full potential of learners and leading them to the journey towards multi-literacy.

3. School heads benefited in this study as they were made aware of Foreign Language Anxiety among learners and the appropriate measures to address this anxiety through innovative teaching models. This awareness guided their undertakings in providing accurate and effective technical assistance to their language teachers.

4. The Language supervisor was equipped with technical skills as to the necessary processes in providing technical assistance to language teachers like how to use the teaching-speaking model and how to record the performance of speaking tasks of learners through Core Speaking Skills Rubrics. She was able to guide and help the teachers in identifying learners with Foreign Language Anxiety and means and ways to address this kind of anxiety.

5. The school also benefited as they were able to make their senior high school students equipped with the necessary life and career skills with the development and enhancement of core speaking skills. They made their students multi-literate learners who are ready for higher education and the world of work.

APPENDICES

Appendix A: Foreign Language Classroom Anxiety Scale
Direction: Place a check (✔) under the appropriate column that represents your self-reflection. Do this for each item.

        1 - Strongly Disagree
        2 - Disagree
        3 - Neither Agree or Disagree
        4 - Agree
        5 - Strongly Agree

Items	1	2	3	4	5
1. I never feel quite sure of myself when I am speaking in my foreign language class					
2. I don't worry about making mistakes in language class *					
3. I tremble when I know that I'm going to be called on in language class					
4. It frightens me when I don't understand what the teacher is saying in the foreign language					
5. It wouldn't bother me at all to take more foreign language classes*					
6. During language class, I find myself thinking about things that have nothing to do with the course					
7. I keep thinking that the other students are better at languages than I am					
8. I am usually at ease during tests in my language class*					
9. I start to panic when I have to speak without preparation in language class					
10. I worry about the consequences of failing my foreign language class					
11. I don't understand why some people get so upset over foreign language classes*					
12. In language class, I can get so nervous I forget things I know					
13. It embarrasses me to volunteer answers in my language class					
14. I would not be nervous speaking the foreign language with native speakers*					
15. I get upset when I don't understand what the teacher is correcting					
16. Even if I am well prepared for language class, I feel anxious about it					
17. I often feel like not going to my language class					
18. I feel confident when I speak in foreign language class*					
19. I am afraid that my language teacher is ready to correct every mistake I make					
20. I can feel my heart pounding when I'm going to be called on in language class					
21. The more I study for a language test, the more confused I get					
22. I don't feel pressure to prepare very well for language class*					
23. I always feel that the other students speak the foreign language better than I do					
24. I feel very self-conscious about speaking the foreign language in front of other students					
25. Language class moves so quickly I worry about getting left behind					
26. I feel more tense and nervous in my language class than in my other classes					
27. I get nervous and confused when I am speaking in my language class					
28. When I'm on my way to language class, I feel very sure and relaxed*					
29. I get nervous when I don't understand every word the language teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31. I am afraid that the other students will laugh at me when I speak the foreign language					
32. I would probably feel comfortable around native speakers of the foreign language*					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance					

Appendix B: Core Speaking Skills Rubrics

Direction: For Teachers, place a check (✔) under the appropriate column that represents your assessment of the Core Speaking Skills of your students before and after the intervention. Do this for each item.

1-Beginning   3-Accomplished
2- Developing   4- Exemplary

CORE SPEAKING SKILLS	Before Intervention				After Intervention			
	1	2	3	4	1	2	3	4
I. Pronunciation and its sub-skills								
1. Articulate the vowels and consonants and blended sounds of English clearly								
2. Assign word stress in prominent words to indicate meaning								
3. Use different intonation patterns to communicate new and old information								
II. Speech Function and its sub-skills	Before Intervention				After Intervention			
	1	2	3	4	1	2	3	4
1. Request: permission, help, clarification, assistance, etc.								
2. Express: encouragement, agreement, thanks, regret, good wishes, disagreement, disapproval, complaints, etc.								
3. Explain: reasons, purposes, procedures, processes, cause and effect, etc.								
4. Give: instructions, directions, commands, orders, opinions, etc.								
5. Offer: advice, condolences, suggestions, alternatives, etc.								
6. Describe: events, people, objects, settings, moods, etc.								
III. Interaction/Discourse management and its sub-skills	Before Intervention				After Intervention			
	1	2	3	4	1	2	3	4
1. Initiate, maintain, end conversations								
2. Offer Turns								
3. Direct Conversations								
4. Clarify meaning								
5. Change Topics								
6. Use of verbal and non-verbal cues								
IV. Discourse organization and its sub-skills	Before Intervention				After Intervention			
	1	2	3	4	1	2	3	4
1. Establish coherence and cohesion in extended discourse through lexical and grammatical choices.								
2. Use discourse markers and intonation to signpost changes in the discourse, such as a change of topic.								
3. Use linguistic conventions to structure spoken texts for various communicative purposes, e.g. recount and narratives.								

Appendix C: Sample English Lesson Plan using Teaching-Speaking Model

### SENIOR HIGH SCHOOL-SECOND QUARTER

I. Objective: Engages in a communicative situation using acceptable, polite and meaningful communicative strategy - Nomination (EN11/12OC-IIab-21)

II. Subject Matter: Communicative Strategy - **Topic Nomination**

Core Speaking Skills: Interaction/Discourse Management Skills

Sub-Skills: Initiate, maintain, end conversations

III. Learning Activities:

1. Focus learners' attention on speaking: Students think about a speaking activity, what it involves and what they can anticipate.

Have you tried opening a topic that you like with a friend or with anyone that you just met?

Which one is easier, opening a topic with a friend or with someone you just met?

Brainstorming on the usual topics that they talk about with a friend and with a person they just met.
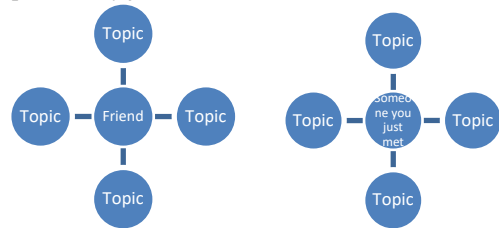
2. Provide input and/or guide planning: This may involve pre-teaching vocabulary, expressions or discourse features and planning for an activity they will carry out in class (e.g. a presentation or a transaction).

What are the possible words and expressions you may use in opening a topic to start a conversation?

Listen to the conversations between friends.

Conversation A
Ana: So, how was your weekend Alexis?
Alexis: Well, I wanted to watch a movie with my sister but she was too tired to go out.
Ana: So, what did you do?
Alexis: We just stayed home and watch TV.

Conversation B
Peter: So, how was your weekend?
Anton: I had a great weekend.
Peter: What happened?
Anton: I went to my sister's house. I helped her clean the garage.
Peter: Really?
Anton: Yes, but she made me a really great dinner that night.
Peter: All right!

Listen to the conversation with a new neighbor.

Conversation A
Ella: Do you like living here?
Luisa: Yes, I do. I really enjoy living here. So far everything has been fine. The downtown area is really pretty. And I love all the cafes and restaurants there. The other thing I like is that it's very small, so it's easy to get to know people.

Listen to the conversation with a new classmate.

Conversation B
Greg: Do you think English is difficult?
Tom: Yes, I do. It's a very difficult language to learn. But I guess all languages are difficult. I tried to learn Japanese once and it was really hard. These days though, it's easier to learn a foreign language because you can buy some fantastic courses on video.

List down the possible words and expressions you may use in opening a topic to start a conversation.

What communicative strategy did they use?

This communicative strategy is called **Nomination.** Basically, when you employ this strategy, you try to open a topic with the people you are talking to.

3. Conduct speaking task: Students practice a communicative speaking task with a focus on fluency.

Divide the class into two. The first group role plays conversations with a friend and the second group role plays conversations with a new neighbor or a new classmate.

Instruct each group to work with a partner and write the transcript of their conversation. Give them time to do this. Do the speaking task with your partner.

4. *Focus on language/skills/strategies:* Students examine their performance or look at other performances of the task, as well as transcripts of how the task can be carried out, and review different features of the task.

a. Invite representatives from each group (conversations with a friend and conversations with a new neighbor or a new classmate) to perform their role play in front of the whole class.

b. Comment on the performance by incorporating key points concerning language accuracy and communicative strategies specifically topic nomination.

5. Repeat speaking task: The activity is performed a second time. Instruct students to apply the key points concerning language accuracy and communicative strategies specifically topic nomination on their transcripts of the conversation and do the conversation again. The teacher may invite again a group to perform their role play in front of the whole class.

6. Direct learners 'reflection on learning: Students review and reflect on what they have learned and difficulties they encountered.

Review and reflect on your performance by answering the following questions:

a. Is the language you used appropriate to the context? If yes, in what way? If not, can you give some examples?

b. How do you think of your speaking performance today?

c. Do you find the tasks easy or difficult? Can you give an example?

Share your reflections with your partner.

7. Facilitate feedback on learning: Teacher provides feedback on their performance.

The Teacher summarizes the key learning points of the lesson.
The Teacher provides both general and specific feedback on student performance.

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