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السنة



Speaking & Listening

1ST Semester - 1ST Lecture

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Consecutive Translation phonetics
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Good morning

Our course for this semester is called "an Introduction in Speaking & Listening", so I want you to speak only English during the lecture because we are dealing with the ways to speak and listen English dialogues and we need to speak clearly.

In the second year, you had a subject called "Phonetics", so today we will have a brief introduction about what you had in this subject.

Professor: Now, from the title of the book, what do you expect to study?

Student: Speaking and listening skills.

Professor: Right that's it, and we will talk about how to begin a dialogue between two people, also the language that they are using and sociolinguistic competence in order to converse more understandingly.

أي أننا سنتحدث عن كيفية بدء حوار بين شخصين ، وكذلك اللغة التي نستخدمها والكفاءة اللغوية الاجتماعية من أجل فهم أكثر .

Professor: What do you think speaking and listening are rely on?

Student: The structure of language.

Professor: And what this structure of language depends on?

Student: ...

Professor: When we speak, what is coming out is sounds of the words that we are saying, this sequence of sounds we call it chain سلسلة الأصوات, and this what pronunciation is about. So, when we pronounce a word, we have a chain of sounds.

Professor: Now, how does this sequence of sounds differ?

Student: ...

Professor: What differs is the language itself, every language has its own letters. For example, the word "water", in British accent we do not pronounce the letter (r), but in American accent we do not pronounce the letter (t); instead, we pronounce it as "r" sound. So American accent is different from British accent, and English language is different from French language; and that is how sounds differ.

In order to accomplish a successful conversation between people we need language and the understanding of this language, we need the comprehension of the sounds that we are hearing and the words that are articulating, because maybe if someone speaks too fast, you will lose the track, and you may not be able to understand what is he saying; because you cannot distinguish the words or sounds of the words.

Professor: How many sounds of English do we have?

Student: Vowels and Consonants.

Professor: We also have what we call it "diphthongs" which is the combination of two vowels.

Professor: Why we call them vowels?

Student: because we have vibration in the vocal cords such as: a, i, o, e, u.

Professor: Excellent! That is why we call them vowels.

Professor: Now, what are consonants?

Student: ...

Professor: consonants have two types: voiced, and voiceless. The voiced are the ones that produced with no vibration in vocal cords, such as (t, s,...); while the voiceless are produced with vibration in vocal cords, such as (z, l, m, n, v,...).

Now, **diphthongs** are the combination of two vowels, such as (coin/ oil) we have the vowel "o" and the vowel "i".

We also have what we call "**triphthongs**", in which we have three vowels such as (beautiful), in this word you will find the vowels "e", "a", and "u".

In the dictionary, we have the transcription of the words, that transcription is what phonetics actually is. الترميز الصوتي للمفردات هو ما يسمى بعلم الصوتيات

In phonetics we also have what we call "stress" which is the emphasis on a word.

For example, the word "liquid" /likwid/. How do we know where is the stressed part of the word?

We either put an apostrophe before the stressed part: /'likwid/, or we underline the stressed part: /likwid/.

Another example: The word "present", when the first syllable is stressed (present), it is a noun means a gift; but when the second syllable is stressed (present), it is a verb means to show.

Professor: Now if I have a word that has three syllables such as "pronunciation", for example, how do I stress it?

Student: pronun'ciation.

Professor: Good. In your book, you will have a practice about this section on pages 14, 15, and 16. So try to do it for the next lecture.

Now, after we explain the ideas let us read from the book, on page 11:

Part one: Introduction

- Introduction to pronunciation:

Distinguishing words which sound similar but not the same is important for correct comprehension. The dictionary helps you find out how words are pronounced. Here is only a brief idea about pronunciation as it is relevant to speaking and listening.

a. Sounds of speech:

When one listens to what others say, what is heard is a continuous sequencing chain of sounds. The division between one word and the other is not indicated and cannot

usually be noticed. Suppose you were asked to listen to a speech in a language you have no idea about such as Chinese, Japanese or Turkish and then someone asked you to write down the separate words, would you be able to do that? What if you are listening to someone speaking English fluently? Can you pinpoint the exact words? Can you break down the chain into the separate words which make that speech? If you are familiar with the sounds you can do that. English has basically three kinds of sounds:

Vowels, for example a, e, o, i, u.

Consonants, for example p, b, t, d, k, g

Consonants can be either voiced or voiceless. The former are produced with no vibration in the vocal cords such as s, f, k, p, t, whereas the latter are produced with vibration in the vocal cords such as b, d, l, m, n, v...

Diphthongs, being a slide from one vowel position to another or a combination of two vowels, for example oi, ue, ai.

(When there are three vowels, this is called a triphthong).

(Remember that all vowels and diphthongs sounds are voiced).

A good dictionary, mono- or bilingual, is expected to provide a guide for pronouncing words in addition to a phonemic or even phonetic transcription of the entries included. The transcription is usually provided for the base or root of any entry not for the derived items unless a change in spelling or stress placement takes place: appear/apparent, example/exemplify.

b. Stress:

If separate sounds are recorded and then pasted one after the other, the words and sentences will be difficult to understand. This is because not only the sounds are important, but also stress (=emphasis). For example, there is a clear difference in meaning between present (=gift) and present (=to show). Many dictionaries indicate not only the pronunciation of a word, but also the stress pattern. It is mostly indicated by underlining the stressed part of the word (e.g. /likwid/ for liquid) or by putting an apostrophe-like symbol before the stressed part (/ 'likwid/).

Long words often have one rather heavily stressed part (primary stress, often indicated with an apostrophe at the top of the line) and a part that is also stressed, but with less intensity (secondary stress, often indicated with an apostrophe at the bottom of the line).

Professor: What is "oral communication"?

Student: Conversation.

Professor: Right, it means communication of language, we mean speech because oral means the words that are said.

Professor: Now, what is speaking?

Student: Communication with people by words...

Professor: Speaking is to instruct meaning by producing, receiving and processing information.

If I am speaking now, I am producing sounds of the language, and you are receiving these sounds; so, I am the producer and you are the receiver, and what is happening here is the processing of this speaking.

What does speaking depend on?

Student: Audience.

Professor: Excellent. What other parts does it depend on?

Student: ...

Professor: It depends on the situation of the language, and as your friend said the participants or the audience that I am talking to. we also have the collective experience, what do we mean by this?

Student: ...

Professor: It includes the experience of each individual himself. (الخبرة الجماعية)

We have environment, how does it make a difference in speaking?

Student: educational environment is different from marketing environment or school environment أي لكل مقام مقال

Professor: excellent, that's it! Each place has different words that I will use, that is what we mean by sociolinguistic competence.

Of course, we have the purpose of speaking which is the most important factor, we try to give a message, such as our lecture we give information to each other.

Let us say that you went to a supermarket, don't you already know what is the dialogue taken place? Yes, sure because you have experienced this before. This is what we call a "discourse" which means the situation of certain spoken communication, like if I am going to buy something is different from if I am going to my friend's house. It is the type of conversation.

Now speaker should be aware of vocabulary, structure, grammar which are linguistic elements, but we have sociolinguistic elements which means what to speak, when to speak, and why or what is the purpose of speaking.

So, let us read from the book, on page 17,

Oral communication skills

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used skills. They are recognized as critical for functioning in an English language context, both by teachers and by learners.

"What is speaking?"

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situation (e.g. declining an invitation or requesting time off from work) can be identified and charted. For example, when a salesperson asks "may I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Professor: What makes a speaker a good speaker?

Student: He arranges the ideas.

Professor: Right! The good way of giving ideas this is what we mean by arranging the ideas. We have the word "**turn-taking**" what does it mean?

Student: ...

Professor: Giving each one its right to speak (تبادل الأدوار) because if someone keeps talking, there will be no more conversation here. So, we have to exchange speaking so that we can make a good conversation.

Professor: What do we mean by "**rephrasing**"?

Student: Express the idea in other words.

Professor: Exactly. I rephrase my words in order to give my message so that the other person can understand what I mean.

What is "**feedback**" and how do I provide feedback?

Feedback is the response and commenting my ideas of someone's saying.

Now, what do we mean by "**redirecting**"?

Student: It is when we change the dialogue or subject.

Professor: Exactly. We also have something called "**body language**" which means communication without words like eye contact, hands and head movement, body gestures and so on, so a good speaker has to understand these messages.

The book also mentioned other skills to be a good speaker in which we almost talked about previously.

A good speaker has to keep the receiver (audience) in mind and watch their reactions. He also has to avoid ambiguity الغموض so that the message will be received clearly although he has to be ambiguous sometimes.

Let us read the final idea for today, on page 18

- Good speakers

A speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situation. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following:

- 1- producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
- 2- using grammar structures accurately.
- 3- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives.
- 4- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
- 5- applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension.
- 6- using gestures or body language.
- 7- paying attention to the success of the interaction and adjusting components of speech act such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

To conclude this idea about good speakers we can safely say that speakers are supposed to keep their hearers in mind and watch their reactions. A speaker cannot be considered good if he/she is unable to use the correct vocabulary and to use the suitable form of formality or informality as required by the situation. Speakers are supposed to behave in a way that reflects their understanding of their hearer's reaction.

Speakers, in order to be correctly understood, are expected to avoid ambiguity and to be direct and up to the point unless there is a reason for ambiguity.

That is all for today.
See you next week.

عنوان مكتبة الكمال: ((كلية الآداب – داخل الحرم الجامعي - بناء الصحافة/ جانب المدرج السابع))

The end ♥