

University of San Francisco

**Uncorking the Speaking Skill:
Wine and Prosody in Conversation**

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
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MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

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ABSTRACT

Although the skill of speaking is necessary for attaining basic interpersonal communicative skills (BICS), most traditional second language acquisition programs base their pedagogy and curriculums on lexis and grammar of the written form and phonology/phonetics. The purpose of this project is to demonstrate how to effectively adapt content-specific material for developing the speaking skill at community colleges with adult students who are interested in pursuing a career in the wine industry as a sommelier.

A document analysis on tasks in language teaching, the communicative language teaching (CLT) approach, and grammar of the spoken language was conducted in order to identify ways to adapt appropriate materials. This field project was informed by the works of Carter and McCarthy on grammar of the spoken language, corpora of spoken English, and the seminal works of Rebecca Hughes on teaching and researching speaking. It was grounded in the theory and methodology of interactional linguistics, prosody in conversation, the communicative language teaching approach, and by the works of Zoltán Dörnyei and Sarah Thurrell on communication and dialogues in action.

This project demonstrates prosody in communication by turning authentic dialogues in action from adapted readings of a sommelier preparation course into videos of the dialogues in unscripted real communicative interaction. The videos showed prosody in communication, suggesting that the communicative language teaching (CLT) approach could benefit from this kind of material for developing the speaking skill.

CHAPTER I

INTRODUCTION

I came to Iowa in April of 1987, after having met Mary Patricia Crowley, who would become my future wife. We had met in Altos de Chavón, the Dominican Republic two years prior, during the fall of 1985. At that point, I had completed high school and self-taught English from a teach yourself English book my mother owned from when she lived in the Bronx, circa 1962. Having studied French through high school, using the Grammar Method, I found English grammar quite simple and refreshing. For the next two years, Mary helped me acquire Midwestern cultural competence (idioms and metaphors) through our letter-writings. Although I understood her spoken English perfectly, after arriving in the United States, the spoken English of her family, friends, and colleagues took me some time to understand and get some meaning from the interactions.

Looking back on my experience as a young immigrant, I believe that I acquired English as a second language and cultural competence as an adult. I received lots of meaningful input while attending Iowa State University (ISU); although at the beginning, reading was slow and bottom up; over time, my understanding improved. The meaningful input during my second language acquisition came from my choices of classes, all physics and mathematics, for I dreaded the English composition classes that I was required to take. The acculturation occurred through my interaction with two native speakers that I befriended through my undergraduate education, for, although I did meet several students from Central and South America, I refused to exclusively “hang-out” with Latin students at ISU. I think, implicitly, I wanted to develop my

communicative competence so as to fit in with the native speakers as quickly as I could. Consequently, my conversational language and basic interpersonal skills developed faster than my academic language proficiency.

Fast-forward to the spring of 2020 – I have completed two master's degrees (one in atomic & molecular physics and the other in computer science). I work as a physical scientist for the U.S. Naval Research Laboratory, Marine Meteorology Division in Monterey, California – and the COVID-19 pandemic is wreaking havoc around the world while disrupting the post-World War II established concept of work. Then, dreaming of adventure while teaching English abroad during the lockdown, I decided to enroll in the teaching English to speakers of other languages (TESOL) certificate program at UC Berkeley Extension in June of 2020.

Consequently, I began to understand the process of acculturation I had, implicitly, embarked on since arriving in the United States in April of 1987. Furthermore, I began to realize how fortunate of me to have fallen in love with a native speaker of English and with English. After enrolling in the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program at the University of San Francisco, and while volunteering as an English as a second language (ESL) instructor at St Agnes Catholic Church in San Francisco during the winter of 2021, I met Javier Talavera, an immigrant from Chiapas, Mexico. It was during our conversations during class that he shared his yearning desire to work at the front speaking to customers, not in the back as a cook.

Since immigrants bring with them aspirations, anxieties, and values in search of fulfillment, and since I am a bilingual, multicultural immigrant from the Dominican Republic,

who has gone through the process of second language acquisition (SLA) and acculturation, I could not help but think how I could integrate my experiences as an adult second language acquirer with the latest research in Content and Language Integrated Learning (CLIL) to develop an English as a Second Language (ESL) curriculum and syllabus with material for developing speaking skills within the Wine Management program at Cabrillo College, in Santa Cruz, California, where I live.

Statement of the Problem

For the past fifteen to twenty years, I have been accumulating experience in the field of second language acquisition (SLA). First, as an adult second language learner of Swedish at Folkuniversitetet in Stockholm; Norwegian (bokmål) at the University of Oslo; and most recently, Bulgarian at Bulgarian for foreigners. Second, I have served as an educator in training in the field of teaching English to speakers of other languages (TESOL). Throughout all these years of adult SLA schooling, both as a student and an educator, I have yet to come across a curriculum with explicit material for developing the speaking skill or communicative language competence. The recurring assumption is that if the language of instruction is the target language by a native-speaker—with English as the lingua franca for when the communication between native speaker teacher-non-native speaker adult students breaks down—adult language learners will be magically imbued with speaking skills. A key question to ask is “whether a teacher is engaged in ‘teaching the spoken form of a language’ or ‘teaching the language through speaking’” (Hughes, 2011, p. 7).

Hughes (2014) also noted that “the most effective way to learn to speak a language is to fall in love with a speaker of the language, or to fall in love with the language” (p. 207). This observation underlies why speaking, this unique form of communication, is so tightly connected to the speaker’s affective needs, for it is through speaking that we project and develop our personal identity. In addition, in order to be able to communicate effectively and naturally in spontaneous conversations using a second language, it is important for the user to acquire a variety of cultural and practical skills and knowledge in addition to the fundamental elements of vocabulary, grammar, fluency, and pronunciation (Hughes, 2014). Furthermore, Cummins (1999) noted that while the basic interpersonal communicative skills (BICS) of native speakers reaches a plateau after several years of acquisition, the cognitive academic language proficiency (CALP) continues to grow throughout our schooling and lifetime, with the implication that improving the native language (L1) CALP will also benefit the second language (L2) CALP with no adverse consequences for English. Currently, an obstacle to conversational language development is the lack of teaching materials and curriculum to support the ESL educator who wants to develop the speaking skills (BICS) of adult immigrants.

Purpose of the Project

In my more than fifteen years in second language acquisition, I have mostly interacted with the second language educator through the lectures, grammar book, and workbook, while most of the class time is spent covering the chapter units in the grammar book. The lectures mostly focused on sentence structure, verbs (their meaning) and conjugation (present, past, future and their corresponding perfect tenses), nouns, pronunciation, and syllable stress. This is

preceded, of course, after the second language learner has been introduced to personal pronouns, question words, cardinal and ordinal numbers, adjectives (and their conjugations, in some languages), adverbs, object, possessive, reflexive, and possessive reflexive pronouns. In addition, oral language production is elicited from the first day of class. To remedy the lack of time devoted to talk-in-conversation, towards explicitly developing the speaking skill, I propose to adopt and adapt material where the content comes before the language structures, and through role-playing, use the adapted material for developing the speaking skill. A step-by-step approach showing the process of adaptation of adopted content may prove very useful for TESOL educators, both experienced and inexperienced.

At the level of curriculum or a lesson plan, materials for teaching speaking should condense and incorporate the various forms of spoken language found in the different contexts into manageable formats that can be presented, taught, and assessed (Hughes, 2014). Therefore, I want to implement a curriculum where the material to develop the speaking skill utilizes content and language integrated learning and material adaptation of the chosen content. The material adaptation techniques I employ in the learning units are: Pictorial Adaptation, Outline Adaptation, and Rewrite Adaptation. Another worthwhile observation regarding implementation issues with CLIL and the demand on teachers is that teachers may not have the subject-matter expertise for teaching certain specialized subjects such as medicine.

To sum up, the purpose of this project is to address the lack of material for developing the speaking skill in second language acquisition for adult English language learners.

Therefore, it is my position that materials for developing the speaking skill should be

based on grammar structures found in the spoken form of language and not on grammar structures traditionally encountered in grammar books, which are explicitly designed for teaching and assessing the written form of the language. In addition, the material should go several steps beyond the traditional IRF-exchanges (va Lier, 1996) common in classroom discourse, by adaptation (e.g., pictorial, outline, and rewrite) of adopted materials to be taught in context through a CLIL approach and role playing to increase the opportunities for meaningful interaction. Hughes (2014) noted that the competing demands of the second language learner's affective needs, the needs for informal day-to-day communication, the needs for formal communication (e.g., Toastmasters), and the international varieties of English, need to be balanced in materials to teach the speaking skill.

Theoretical Framework

The benefits to adult second language learners from a functional curriculum that emphasizes conversational language skills (BICS) can be substantiated by seminal interdisciplinary research. Furthermore, participating in conversation or talk-in-interaction and content-integrated language instruction positively influences second language acquisition. Genesee (1994) summed up her review of research findings on integrating language and content as follows: (1) content and language integrated learning is more effective than language taught from grammatical structures in isolation, (2) task-based language instruction that promotes interaction among learners and between learners and educators has a positive effect on second language acquisition, and (3) systematically growing the inter-language while progressing through the content will maximize language learning.

This field project is supported by the research on Communicative Competence (CC) of James Cummins (1979) who proposed a distinction between Cognitive/Academic Language Proficiency (CALP), that part of language proficiency related to cognitive abilities (e.g., IQ) and academic skills, and Basic Interpersonal Communication Skills (BICS), that part of the L1 not related to cognitive abilities or academic skills; by the seminal work of Michael Canale and Merrill Swain (1980) on defining CC. Last, it is also informed by Ronald Carter and Michael McCarthy's seminal work, *Grammar and the Spoken Language*. The following paragraphs provide a summary of the main points of the two theories on CC, and a position paper on why second language instruction that aims to foster the speaking skill should be based upon the grammar for the spoken language.

Cummins (1979) noted the independence between CALP and BICS and the interdependence of CALP across languages. In other words, the development of CALP in L2 is correlated with the development of CALP in L1. This simple correlation has profound implications for the inclusion of bilingualism in second language acquisition or learning programs.

Canale and Swain (1980) identified five guiding principles for the development of a communicative approach for a general second language acquisition program.

1. Communicative competence, at a minimum, must be the sum total of grammatical competence, sociolinguistic competence, and communication strategies, or what they referred to as strategic competence. The primary goal of a communicative approach is the integration of these types of knowledge.

2. A need analysis of the learner's communication needs forms the foundation of a communicative approach. "These needs must be specified with respect to grammatical competence ..., sociolinguistic competence ..., and strategic competence" (Canale & Swain, 1980, p. 27). It is of particular importance to focus the communicative approach on the second language of the target audience the learner will engage in an authentic communicative situation, and on the grammatical competence and sociolinguistic competence expected by the target audience in such a situation.
3. The ESL learner must have the opportunity to engage meaningful communicative encounters with competent speakers of the second language.
4. At the beginning stages of English language learning, whatever aspects of communicative competence the learner has acquired in his or her L1, and that are common to communication skills in the second language, should be part of the learning program.
5. The primary objective of a communicative approach to second language learning should be to provide the learner with the input, interpersonal interaction, and experience necessary to meet their second language communication needs.

Carter and McCarthy (1994) argued that second language instruction which aims "to foster the speaking skills and natural spoken interaction should be based upon the grammar of the spoken language, and not on grammars that reflect the written norms" (p. 1). Their work is supported by empirical evidence from a corpus of spoken English.

Significance of the Project

This project will hold significance for educators of teaching English to speakers of other languages (TESOL) that want to foster communicative language skills, both CALP and BICS, for their adult English language learners. The project will also prove of significance to ESL educators that want to integrate content-based instruction with adaptation of materials to develop the speaking skill. The project may be of benefit to community colleges in California that provide traditional culinary arts and hospitality management wine program courses, but which are currently only accessible to adult students that possess a minimal level of communicative competence (BICS) and cognitive/academic English language proficiency (CALP) comparable to the native English language speakers the curriculum is designed for.

Definition of Terms

English as a Second Language (ESL): English language education for immigrants or speakers of other languages, where English is the majority language spoken in a country or a region of a country (Brown, 2007).

Second Language Acquisition (SLA): Second language acquisition is concerned with the theories and practices of how people acquire a second language other than their first language (VanPatten, 1999).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A central theme in this chapter is how we, as ESL educators, overcome an obstacle to conversational language development, which is the lack of teaching materials and curriculum to support the ESL educator who wants to develop the basic interpersonal speaking skills (BICS) of adult immigrants. To begin to address this complex issue it is imperative to understand the place the speaking skill plays in human interaction and relationships.

In all theories of first and second language acquisition, i.e., ‘total physical response’ or ‘TPR’, Skinner’s behaviorist model, Krashen’s Input Hypothesis, and Michael H. Long’s Interaction Hypothesis—the only exception being grammar translation methods—the status of speaking is something else, for “it is [at] the basis of all human relationships and the primary channel for the projection and development of individual identity” (Hughes, 2010, p. 208).

In spite of this unusual place occupied by speaking, the paradigm set out by Noam Chomsky (1957) in *Syntactic Structures*, where Chomsky noted that “linguists must be concerned with the problem of determining the fundamental underlying properties of successful [competence] grammars” (p. 11), has had a profound influence in the manner in which language acquisition pedagogy and language assessment has conflated competence of the written form of the language with performance of the spoken form of the language. Although several researchers (Dörnyei & Thurrell, 1994; Nattinger, 1984; Savignon, 1991; Wilkins, 1979;) have noted the importance of abandoning the active skills/passive skills dichotomy, subsequently described as

productive/receptive, for material teaching conversational skills due to the collaborative nature of making meaning in conversation, the most prominent development has been material to prepare for the speaking elements of the major international tests of English. Hughes and Reed (2017) made several observations on the current scene in materials to teach speaking: (1) ESL teachers take it upon themselves, independently of published material, to explore online corpus of spoken English to perform their own material development; (2) the topics found in generic course materials were not engaging or suitable for their contexts; (3) the amount of relevant teaching material has an inverse relationship to the teaching level as the level becomes higher; and (4) despite the high demand for the non-native English Language Teaching (ELT) staff of modern published materials to support the speaking skill, the trend is less focus on innovative materials for developing the speaking skill and more focus on modern ELT publishing.

The claim of this literature review is that, for the proper development of material for developing the speaking skill to take place, it is necessary to examine prosody in conversation vis-à-vis interactional linguistics, corpus of spoken English, performance grammars, the Communicative Language Teaching (CLT) approach, and the *Conversation and Dialogues in Action* language teaching methodology for ESL classroom instruction. (For a review of the nature of approaches and methods in language teaching see Richards & Rodgers, 2014). This literature review includes several different independent research enterprises to ground and inform this claim. The first broad research enterprise is interactional linguistics, with a focus on prosody in conversation and performance grammars and interaction. The second research enterprise involves Conversational Analysis (CA)-informed analyses of voice *data* coming from face-to-face interaction in context, between two participants who are conversing with one

another. The data is recorded, transcribed, and minimally analyzed with tools: CABank & CLAN from the TalkBank System (MacWhinney & Wagner, 2010; MacWhinney, 2000). The final research enterprise will focus on the benefits of the Communicative Language Teaching (CLT) approach and the Conversation and Dialogues in Action methodology to both language teaching *and* language acquisition and implications for existing programs of ESL language instruction vis-à-vis the development of material for implementing a communicative language course. These enterprises of linguistic and language teaching approaches and methodologies, when combined, are relevant because they can ground and inform the creation of effective materials for developing the speaking skill in ESL classrooms.

Prosody

Prosody, as an object of study, is at the intersectionality between linguistics and the social sciences—the linguistic study of prosody and the social scientific study of verbal interaction (Couper-Kuhlen & Selting, 1999). According to Couper-Kuhlen (2009), the denotation of **prosody** in linguistics encompasses “not only *stress*- and *accent*-related phenomena in language use, but also diverse types of melodic or *pitch*-related, and dynamic or loudness-related speech modulation. ... They are in one sense distinct to speech, but of course also *virtually* present in many written forms of verbal communication” (e.g., texting ‘*Whaaaaat?*’ instead of ‘*What?*’) (p. 174). However, the pitch accents and tones lexically and/or syntactically determined do not belong to the ‘prosodic’ category. Pausing, on the other hand, is a prosodic phenomenon. Couper-Kuhlen (2009) takes a more inclusive view of ‘prosodic’ category, by encompassing any sound independent of the meaning-distinguishing sounds in a language, that is, a phoneme.

Prosody as a Pragmatic Phenomenon

The expression: “it’s not what you say, but how you say it”, indicates the additional meaning that can be ascribed to prosodic effects in speech. How we speak conveys as much information as what we say. The question of how prosody conveys what it does is answered by Couper-Kuhlen (2009): it does so through the employment of all dimensions, i.e., mimetics, gestures and kinesis, which we employ when in actual face-to-face communication or meaning making.

How we react to conversation in social interaction is cued a lot more from a ‘tone of a voice’, a ‘feeling’ about the way our partner spoke, the ‘atmosphere’ of a conversation than from the surface/deep structures of our utterances. This *interactional* meaning, as opposed to the *semantic* or *pragmatic* meaning of the words and utterances, the cues in everyday talk-in-interaction events, are prosodic in nature, involving pitch, loudness and duration and the categories they jointly make up.

Unlike plain words or morphemes, the meanings hinted at by prosodic signals cannot be specified out of context. What is being said and the discourse situation provide a context for interpreting the prosody and vice versa—the prosody itself provides a context for inferring the message. These cues are termed **contextualization cues** for language (Gumperz, 1982; Auer 1986; Auer & di Luzio 1992; as cited in Couper-Kuhlen, 2009).

Prosody in Talk-in-Interaction: Structural Dimensions

Let us start by noting some differences between turn-constructive units (TCUs) and

turns. According to (Couper-Kuhlen & Selting, 2017), *turns* are the utterances made by interlocutors when holding the floor; turns can be composed of one *single-* (one utterance) or *multi-unit* (several utterances) turns. *TCUs* are the utterances in single-unit or multi-unit turns.

In talk-in-interaction, prosodic signals are used to implicitly order the tasks of turn construction, who speaks next (sequential organization) and floor management. It is the speakers' melodic phrasing which contributes to deciding what constitutes a turn-constructive unit (TCU)—words, phrases, clauses, sentences. The *adjacency pair*, e.g., a question such as “Howzit goin’?” “It’s goin’ well.” or a set of two consecutive turns, is crucial in displaying sequential structure, the relation between successive turns at talk. Floor management is quite delicate and occurs at a transition-relevance place (TRP), the moment at which the current speaker's turn may be potentially complete, and another speaker may place his or her TCU on the floor. Would-be next speakers must monitor for a prosodically complete contour; possible TCUs syntactic constituents are words, phrases, clauses, sentences (Couper-Kuhlen, 2009). But as Schegloff (1996) has argued, they also must listen for pitch-peaks, which can report a TRP, e.g., directly after the current speaker's pitch-peaks, come the next speaker's “responses.”

Prosody in Talk-in-Interaction: Interactional Dimensions

As speakers, the consistent use of grammar and prosodically cued turn-constructive units (TCUs), adjacency pairs, and transition-relevance places (TRPs) help us carry out definite actions. As listeners, we infer what actions from our expected grammatical and prosodic protocol for sense-making. Some prosodic routines for actions are: interrogative forms, evaluative adjectives, *oh*, with a rising-falling pitch to display ‘surprise.’ Another action deployed routinely

is complaining. Finally, during interviews, word repetitions can be treated as: understanding checks, eliciting confirmation tokens (Kelley & Local, 1989; as cited in Couper-Kuhlen, 2009), and requests for confirmation (Couper-Kuhlen, 2009).

Interactional Linguistics

Couper-Kuhlen & Selting (2017) noted that “interactional linguistics, . . . , grew out of an interest in spoken language and a desire to see it studied in its natural habitat: in social interaction” (p. 3). Lindström (2009) noted that, “interactional linguists have backgrounds in and orientations to a diversity of traditions, including discourse analysis, (interactional) sociolinguistics, anthropological linguistics, (discourse) functional linguistics, construction grammar, and grammaticalization theory” (p. 96). Interactional linguistics “was initially conceived as a Conversation Analysis-informed approach to the study of language (Linguistics) and languages (Linguistic Anthropology)” (Couper-Kuhlen & Selting, 2017, p. 5).

From CA, interactional linguistics has inherited tools for studying language in an interactional linguistic perspective. They include:

- i. the audio or video recording of naturally occurring conversation;
- ii. the transcription of these recordings using a notation system designed to represent the features of spoken talk-in-interaction as true to the original data as possible;
- iii. the noticing and/or observing of relevant phenomena with an analytical mindset empty of preconceived theories or hypothesis;
- iv. the use of a spoken corpus containing multiple instances of the

phenomenon under investigation, or the selection of single cases for in-depth analysis;

v. a rigorous methodology for data analysis with the goal of the members' methods and/or approaches of sense-making; and

vi. strict standards for the validation of claims, enabling researchers to justify their data-based interpretations of what Sacks et al. (1974) called "next turn proof procedure". (Couper-Kuhlen & Selting, 2017, p. 7)

From Contextualization Theory, developed by Cook-Gumperz and Gumperz (1976) and Gumperz (1982), which argues:

that besides the verbal component of spoken interaction, prosody and other non-verbal components such as tone of voice, gaze, facial expression, etc. serve as "contextualization devices" cueing schematic frames for the interpretation of the spoken message. Contextualization cues afford contexts, or interpretive constructs, for the understanding of verbal utterances. ... In inter- or cross-cultural communication, their inappropriate use may lead to serious misunderstandings whose origins are hard to uncover. (Couper-Kuhlen & Selting, 2017, p. 8)

Interactional linguistics has fortified the bridge between sequential analysis of action in interaction and linguistics. Couper-Kuhlen & Selting (2017) noted that "aspects of prosody and non-verbal communication could be thought of as contextualization devices, making actions recognizable within the sequential structures so masterfully described by conversation analysts" (p. 8).

The unifying perspective of interactional linguistics is to describe linguistic structures and meanings as they serve social goals in naturally occurring conversation, that is to say ‘talk-in-interaction’. In this perspective, linguistic structures arise from the practical needs of repeated interactions and frame particular interaction(s), thus providing a sort of interaction-path, on an on-going series of such structures, for the speakers. There are other aspects of meaning that depend more on context and the communicative intentions of speakers, viz. pragmatics; from this point of view, “research in interactional linguistics contributes to an empirically based understanding of language use and the dependency of linguistic form on social action, and vice versa” (Lindström, 2009).

Jan Lindström offered the following observation on a point of departure in interactional linguistics on the basic discovery procedure:

The starting point is an audio or (preferably) a video recording of naturally occurring interaction, ... As in [conversation analysis] CA, the analysis departs from a participant perspective and establishes the relevance of structures and categories as they can be seen to be made relevant by the interactants themselves in the data.

Interactional linguistics builds on the same assumption as CA, namely, that ordinary conversation is an ordered, structurally organized phenomenon, and that the structures of language on different levels are subordinated, moulded or influenced by the general normative aspects of social interaction. (Lindström, 2009)

In summary, the most important premise of interactional linguistics is that the main purpose served by speech sounds/phonetics, phonemes/phonology, words/morphology, phrases and sentences/syntax, literal meaning of phrases and sentences/semantics, and meaning in context of discourse/pragmatics—linguistic categories and structures—is to serve in the organization of social interaction, and as such, it must be dissected in that context. Interactional linguistics is interested in how social interaction is shaped by culture and language and, in turn, how language shapes interaction.

Grammars of Spoken English

Through the use of a diverse and large corpora of the English language, including corpora of spoken discourse, the grammar of spoken English has advanced. Leech (2000) cautioned against the danger of assuming that the grammars of spoken English and of written English are radically different; he noted it can be argued that their differences are more akin to the shallow structure differences between: *Calvin and Hobbes broke the window* and *The window was broken by Calvin and Hobbes*, than to the deep structure differences resulting from a sentence with deep structure ambiguity such as:

The availability of electronic text corpora—the so-called “corpus revolution”—has allowed linguists to take a deeper look at the formerly elusive nature of spoken discourse.

Some electronic corpora of natural spoken English discourse

Corpus Name (C = corpus)	Abbreviation	Approx. size (spoken data)
Santa Barbara Corpus of Spoken American English	SBCSAE	249,000 words
The Student-Transcribed Corpus of Spoken American English	SpokenCorpus	157,959 words
The Corpus of North American Spoken English	CoNASE	1.29-billion-words

Note. The data for SBCSAE is from “*Santa Barbara corpus of spoken American English, Parts 1-4*”, by Philadelphia: Linguistic Data Consortium, 2000-2005, (<https://www.linguistics.ucsb.edu/research/santa-barbara-corpus>). Copyright 2003 by University of California, Copyright 2003 by Trustees of the University of Pennsylvania. The data for SpokenCorpus is from “*The Student-Transcribed Corpus of Spoken American English*”, by www.SpokenCorpus.org, 2020-2023, (<https://www.spokencorpus.org/index.php>). Copyright 2020-2023 by www.SpokenCorpus.org. The data for CoNASE is from “Dialect corpora from YouTube. In Beatrix Busse, Nina Dumrukic, and Ingo Kleiber (eds.), *Language and linguistics in a complex world*”, by S. Coats, 2023, pp. 79-102 (<https://doi.org/10.1515/9783111017433-005>). Copyright 2023 by S. Coats.

The multitude of corpora enables researchers to make several kinds of grammatical investigations—particularly of spoken language. For linguists conducting grammatical or syntactic investigations, using corpora can advance an investigation of a theory that provides a

discovery procedure, a *decision procedure*, or an *evaluation procedure* for grammars. For instance, given a theory with grammars G_1 and G_2 and a corpus as input, and the more preferable of G_1 and G_2 as output, represents an evaluation procedure for grammars (Chomsky, 1957).

Leech noted that corpora-based studies of grammar are, without being controversial, clearly (Chomsky, 1957) *performance* grammars rather than *competence* grammars of the language; hence, they provide a longitudinal perspective on how the spoken language has been used, thus far. I disagree somewhat with this assertion, for the fundamental distinction made by Chomsky (2015) between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) was in the context of an idealized speaker in an idealized environment, and for the purpose of making progress in the study of generative grammars as theories of linguistic competence. However, I agree with Leech's assertion that "*performance grammars* are just what is needed for applications to language learning" (Leech, 2000, p. 686). Chomsky also noted that questions arising from the study of corpora of the spoken language belong to the theory of language use—the theory of performance.

The University of California at Santa Barbara (UCSB) Spoken Corpora

The Santa Barbara Corpus of Spoken American English is based on a large body of recordings of naturally occurring spoken interaction from all over the United States. The Santa Barbara Corpus represents a wide variety of people of different regional origins, ages, occupations, genders, and ethnic and social backgrounds. The predominant form of language use represented is face-to-face conversation, but the corpus also documents many other ways that

that people use language in their everyday lives: telephone conversations, card games, food preparation, on-the-job talk, classroom lectures, sermons, story-telling, town hall meetings, tour-guide spiels, and more.

Communicative Language Teaching

Dos Santos (2020) noted that internationally, second language acquisition and education are two of the most important areas of research and schooling in contemporary foreign language classrooms, and that the CTL approach has been advocated as an effective collection of processes and goals in second language acquisition and classroom schooling. Dos Santos also noted, with particular regards to students in East Asian countries, that the CLT approach encourages students to share their thoughts during classroom interactions, with both peers and teachers, uninhibitedly. Alofi and Almalki (2022) focused on the gap in the literature with regards to “the lived experiences of how non-native English speaker teachers (NNESTs) who do or do not have a CELTA [certificate of TESOL] qualification understand and apply CLT” in Saudi tertiary level EFL schooling (p. 14). Their research found that both CELTA and non-CELTA holders understood CLT to some degree but only implemented it to some extent. One final observation made by Alofi and Almalki was that most CELTA and non-CELTA holders do not provide students with communicative language activities or tasks despite the EFL workbooks being filled with them.

A big proponent of the functional or communicative definition of language was D. A. Wilkins (1972). Wilkins’ contribution was an analysis of the communicative meanings that a language learner needs to understand and express. He described two types of meanings one could

use to describe language: notational categories (when and where, sequence, how much/many, how often) specifying context and categories of communicative function (requests, denials, offers, complaints) (Richards & Rodgers, 1986). The work performed by the Council of Europe on satisfying the needs of European language learners; the writing of Wilkins, ..., is what led to what came to be referred as the Communicative Approach, or simply Communicative Language Teaching (CLT) (Wilkins, 1972, as cited in Richards & Rodgers, 1986). Brown (2014) noted that CLT is best understood as an approach, and not a method, that aims to (a) make communicative competence the goal of language teaching and (b) develop methods and techniques for the teaching of the receptive and productive language skills that acknowledge the interdependence of language and talk-in-conversation (Richards & Rodgers, 2001).

The approach for second language teaching that calls itself Communicative Language Teaching (CLT), is quite diverse in its practice, yet has the following similarities underlying all its variants: 1) communicative competence is the goal at each level of instruction, 2) interaction between language users and their environment is a primary objective of all exercises, and 3) the processes involved in using language, that is, the strategies for making sense of something and for negotiating meaning, viz. prosody in conversation, are the center of attention (Nattinger, 1984).

The remainder of this section will cover some of the ways this method is being used in the classroom to teach conversation, writing, and reading and will then suggest how this method can be incorporated into a content-based curriculum for developing the speaking skill. Before that, it is instructive to point out how method, in general, is linked to metaphor.

According to Nattinger (1984), “any model, any theory, any description is a metaphor of a sort, so most of the explaining and learning we do takes place metaphorically” (p. 392). The grammar translation method was linked to a *gymnastic* metaphor; the dual-lingual method was linked to the *production* metaphor, which equates language teaching with the development of marketable and useful skills; the post-audiolingual methods are based on a metaphor that equates second language learners with children learning their first language. Although as of this writing this new metaphor to link CLT to has not yet emerged, Nattinger (1984) notes that “it would again describe a language as a communicative rather than a grammatical construct and would define meaning as that which emerges in students’ communicative interaction with each other” (p. 394).

CLT in the Classroom

The keys to CLT in the classroom are strategy, interaction, and process and they guide classroom practice in three different areas. First, in conversation, the typical role-playing activities are expanded by introducing new information in phases of already set open-ended scenarios, in order to force students to think quickly when making choices about the directions of their conversations in each new phase. During preparation and rehearsal, students divided into groups discuss the goal of their interaction in each phase, and the communicative strategies to achieve their goals; this, in turn, leads them to consider speech functions and grammatical forms. Second, in writing, the strategy is similar to that of in conversation. Nattinger (1984) observes that because “[w]riting, like speaking, is almost always directed at an audience who shapes the form and content of the message, making interaction an integral part of the process. In this new

writing approach suggested by Zamel (1982), students first articulate the ideas they want to write about; then, the teacher helps them reorder their ideas by having them consider their intention, or the goal they hope their writing will achieve. Third, in reading, readers create meanings from the reading text clues they find, where readers access these clues by activating their *schemas* (Carrell, 1982), which allows them to make smart guesses to be accepted or rejected upon further reading of the passage.

Task-Supported Language Teaching

Ellis (2003; as cited in Harwood, 2010) noted a number of criteria a language-teaching activity must satisfy to be called a task. The necessary conditions are:

1. the primary focus is on meaning;
2. students choose both the linguistic and non-linguistic resources to complete the tasks;
3. tasks should map on to real-world situations for language use; and
4. if the students achieve the intended communicative goal(s) of the tasks, the task is deemed successful.

Consider first the “Going shopping” (Figure 1), a contextualized grammar activity, where the linguistic resources are chosen for the language learners.

Figure 1

A contextualized grammar activity

Going shopping

Look at Mary's shopping list. Then look at the list of items in Abdullah's store.

Mary's shopping list

- | | |
|------------|------------------|
| 1. oranges | 4. powdered milk |
| 2. eggs | 5. biscuits |
| 3. flour | 6. jam |

Abdullah's store

- | | |
|------------------|-----------------------|
| 7. bread | 13. mealie mill flour |
| 8. salt | 14. sugar |
| 9. apples | 15. curry powder |
| 10. tins of fish | 16. biscuits |
| 11. coca cola | 17. powdered milk |
| 12. flour | 18. dried beans |

Work with a partner: One person is Mary and the other person is Mr Abdullah. Make conversations like this:

Mary: Good morning. Do you have *any* flour?

Abdullah: Yes, I have *some*.

Note. From "English language teaching materials: Theory and practice," by Harwood, N. (Ed.), 2010, p. 36. *Cambridge University Press.*

The real objective of this activity is to practice the use of “some” and “any;” students merely substitute items from the model they are given. There is no negotiation for meaning; there is no information or opinion gap; there is no communicative outcome. This is not an SLA task (Ellis, 2003; as cited in Harwood, 2010).

Now consider “What can you buy?” (Figure 2). The focus is on negotiated meaning, for students are free to choose whatever linguistic structures are available in their interlanguage at their current stage in SLA (Ellis, 2003; as cited in Harwood, 2010).

Figure 2*An information-gap task***What can you buy?****Student A:**

You are going shopping at Student B's store. Here is your shopping list. Find out which items in your list you can buy.

- | | |
|------------|------------------|
| 1. oranges | 4. powdered milk |
| 2. eggs | 5. biscuits |
| 3. flour | 6. jam |

Student B:

You own a store. Here is a list of items for sale in your store. Make a list of the items that Student A asks for that you do not stock.

- | | |
|-----------------|----------------------|
| 1. bread | 7. mealie mill flour |
| 2. salt | 8. sugar |
| 3. apples | 9. curry powder |
| 4. tins of fish | 10. biscuits |
| 5. coca cola | 11. powdered milk |
| 6. flour | 12. dried beans |

Note. From "English language teaching materials: Theory and practice," by Harwood, N. (Ed.), 2010, p. 37. *Cambridge University Press.*

Ellis (2003; as cited in Harwood, 2010) noted that task design needs to be varied so that they redirect learners' focus of language use at different stages in their language development. For instance, tightly structured tasks assist the development of fluency, tasks with complex outcomes will contribute to the development of critical thinking skills, while dialogue-based tasks will develop language accuracy.

Summary

The claim of this literature review is that, for the proper development of material for developing the speaking skill to take place, it is necessary to examine prosody in conversation vis-à-vis interactional linguistics, corpus of spoken English, performance grammars, the Communicative Language Teaching (CLT) approach, and the *Conversation and Dialogues in Action* language teaching methodology for ESL classroom instruction. This literature review includes several different independent research enterprises to ground and inform this claim. The first broad research enterprise is interactional linguistics, with a focus on prosody in conversation and performance grammars and interaction. The second research enterprise involves CA-informed analyses of voice *data* coming from face-to-face interaction in context, between two participants who are conversing with one another. The data is recorded, transcribed, and minimally analyzed with tools: CABank & CLAN from the TalkBank System (MacWhinney & Wagner, 2010; MacWhinney, 2000). The final research enterprise will focus on the benefits of the Communicative Language Teaching (CLT) approach and the *Conversation and Dialogues in Action* methodology to both language teaching *and* language acquisition and implications for existing programs of ESL language instruction vis-à-vis the development of material for

implementing a communicative language course. These enterprises of linguistic and language teaching approaches and methodologies, when combined, are relevant because they can ground and inform the creation of effective materials for developing the speaking skill in ESL classrooms. This field project will use the findings of this literature review to inform the creation of material for developing the speaking skill in culinary arts and hospitality management wine programs for ELLs in intermediate level ESL community college classes in the Central Coast, California.

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this field project is to address the lack of material for developing the speaking skill, that went beyond the traditional books on pronunciation, and dealt with the issues addressed by interactional linguistics, such as those addressed by prosody in conversation. I wanted to demonstrate how one, as a TESOL educator, can adapt material—within the context of viticulture—to develop dialogues for use in a communicative language teaching classroom.

“Uncorking the Speaking Skill: Wine and Prosody” is a two-unit curriculum designed for use in a Content-Based Instruction (CBI) ESL classroom that aims to foster the English language learners’ communicative language skills. The workbook combines the subject of viticulture and conversation and dialogues in action with a focus on conversational rules and structure, and conversational strategies. This ESL content- and conversation-based approach to the implementation of curriculum for the development of the speaking skill blends the subject of viticulture and prosody in conversation.

The target audience for this emergent curriculum and workbook is adult ESL language learners who are interested in pursuing a career in the wine industry, viticulture and viticulture, offered at the community college level via Culinary Arts & Hospitality Management programs. One such program is offered at Cabrillo College in Santa Cruz, California, United States. The curriculum is designed for intermediate English language students. The vocabulary will be selected from the sommelier level 1 lessons to be adapted from the “Sommelier Prep Course - An

Introduction to the Wines, Beers, and Spirits of the World” by Michael Gibson.

According to Popal (2023), “speaking should be integrated with reading, listening, and writing;” hence, although the main focus of this curriculum is the development of material for the speaking skill, the CALP language skills will not be ignored, for it has been my SLA experience, that reading is the easiest approach for acquiring vocabulary, surface structures of English, and Cummins’ cognitive/academic language proficiency (Cummins, 1979).

Uncorking the Speaking Skill: Wine and Prosody can be used in different ways, depending upon whether you (the ESL language teacher) follow an assigned textbook or not.

1. Using this workbook to supplement a traditional grammar-based ESL course and assigned textbook.
2. Using this workbook for conversation classes without an assigned textbook.

Each lesson includes sections found in traditional grammar-based ESL textbooks: vocabulary, reading, listening, and speaking. The fundamental difference is that the two units main focus is on teaching conversational rules and structures (the organization of conversation without interruptions and simultaneous talk) and conversation strategies (strategies for how to deal with conversation troubles and enhance fluency). There are also six video files containing real-life conversation between a native-speaker (NS) and a non-native speaker (NNS) covering conversational rules and structures, first four videos, and conversational strategies, last two videos.

The purpose of the first and second videos is to help ESL learners develop the ability to

start and keep up an informal conversation. The second video is an extended version of the first, where I demonstrate how to remain engaged in conversation after the purpose of the dialogue has been fulfilled. The purpose of the third video is to develop turn-taking skills in conversation and practice how to interrupt an ongoing conversation.

The purpose of the fourth video is to demonstrate strategies to ask for help from a communication partner when in difficulty, e.g., when one cannot remember a word; the purpose of the fifth video is to demonstrate strategies to ask for repetition in order to clarify meaning, for instance, when one does not understand what was said; and the purpose of the sixth video is to provide practice in asking for explanations.

Table 1**Overview of Conversational Dialogues**

	Title	Aspect of Conversation	Run Time
Dialogue 1	What is Wine?	Develop ability to start and keep up informal conversation	0:39
Dialogue 2	What is Wine? (Extended version)	Develop ability to start and keep up informal conversation	1:15
Dialogue 3	By the way, that reminds me ...	Develop ability to change the subject naturally	1:53
Dialogue 4	What do you call it?	Develop ability to ask for help from communication partner(s) when in difficulty	1:54
Dialogue 5	Pardon?	Develop strategies to ask for repetition in order to clarify meaning	1:57
Dialogue 6	What do you mean?	Provides practice in asking for explanations	3:12
Conversational Dialogues			

The suggested class schedule should be two 110 minute-classes per week, with the time duration apportioned as follows:

1. Objectives/Summary: 5-10 minutes
2. Vocabulary: 15-20 minutes
3. Reading: 25-30 minutes
4. Activities: 35-50 minutes

The first time per week, the class should focus on the objectives & summary, the vocabulary, the adapted reading, and then the actual chapter reading from *The Sommelier Prep Course: An Introduction to the Wines, Beers, and Spirits of the World*. The teacher (you) may choose to listen to the sample dialog(s) provided as sound files, to get the students thinking about how actual conversations are different from written dialogue(s).

Vocabulary: Each unit offers, on average, twelve new vocabulary words about a specific viticulture topic. Unit One, “Wine Basics,” introduces students to the basic wine concepts centered around fermentation, *Vitis vinifera*, or the “wine grape,” and the roles of ethanol in influencing the flavors of wine. Unit Two, “The Wines of the United States,” introduces students to the roles of the bottler/producer and to the three most important American Viticultural Areas (AVA) of California: the North Coast AVA, The Sierra Foothills AVA, and the Central Coast AVA. The “vocabulary” in both units is a conceptual vocabulary instead of a traditional grammar vocabulary at the lexical level of nouns, adjectives, and adverbs. This type of vocabulary helps the English language learner acquire the structures of conversational grammars.

Reading and Listening: Each unit features an adapted reading of the corresponding chapter found in *The Sommelier Prep Course: An Introduction to the Wines, Beers, and Spirits of the World*. Unit One, “Wine Basics,” corresponds to chapter 1; Unit Two, “The Wines of the United States,” corresponds to chapter 16.

The video listening materials are recorded performances of the dialogues the students will practice during the second-class period each week. The intent of the recording is to show prosody in conversation and how conversational grammars are different from the written grammar of the adapted sample dialogues.

The dialogues in Unit One are centered around conversational rules and structures, which teach the ESL learner how conversations are started during the starting phase, how conversations are extended during the turn-in-conversation taking phase, either by expanding on the original topic or by changing the subject smoothly, and a closing phase. The dialogues in Unit Two are centered around conversational strategies, which teach the ESL learner how to ask for repetition in order to clarify meaning and how to paraphrase when the meaning of a word is available but not the word that stands for the meaning.

Rewriting: There are three rewriting exercises in Unit One and one rewriting exercise in Unit Two. The goal of the rewriting exercises is to create a link between the reading skills to the cognitive academic language proficiency (CALP) that is necessary to adapt material through an outline or rewrite adaptation approach. Material adaptation requires the ESL student to read the whole topic to be adapted, e.g., to identify the topic sentences in each paragraph. It requires the language learner to make causal connections between paragraphs and to develop critical thinking

skills in order to disambiguate main content from peripheral or superfluous content. In processing the material for the chosen adaptation approach, the students will implicitly engage their basic interpersonal communication skills (BICS) since they are adapting the material to be part of a dialogue activity, whether under conversational rules and structures or conversational strategies.

Each unit features rewritings of selected sections from *The Sommelier Prep Course: An Introduction to the Wines, Beers, and Spirits of the World*. Unit One, “Wine Basics,” corresponds to chapter 1; Unit Two, “The Wines of the United States,” corresponds to chapter 16.

Development of the Project

The motivation for this project has been brewing within me for quite some time, for I can vividly remember ever since emigrating to the United States in the spring of 1987, and after landing in Davenport, Iowa, that my lack of communicative competence rendered me two dimensional and agreeable to everything that was uttered in my presence. My first experience of this agreeability was during the summer of 1988 at Beardshear Hall, Iowa State University. I was attending an event that required me to show proof of age for consuming alcoholic beverages; I remember showing my *Resident Alien* card to the gatekeeper and having him quip back at me: ‘Beam me up, Scotty!,’ but having no idea what to reply, while knowing full well that I was being mocked. I didn’t feel hurt or insulted, nor did I become angry, but I was just frustrated that I couldn’t reply anything back, thereby showing him that I could take a joke.

Then, after enrolling at the UCBX TESOL certificate program and having Dr Sedique Popal for the theory of second-language acquisition (SLA) class, I began to get perspective on

what I had gone through as an immigrant in America. I was dumbfounded when I read about the silent period that immigrants experience during the processes of acculturation and SLA. I was validated on my personal belief that acculturation was preferred over assimilation, for the former was additive while the latter was subtractive. Then, a year into my teaching English to speakers of other languages (TESOL) certificate, when I was enrolled in Methodology of Educational Research (GEDU 603) during the summer of 2021, I began to reflect on my desire to transfer the experiences I had acquired on acculturation, pragmatics, communicative competence and prosody while an immigrant. Unlike the traditional immigrant, I had come into the fold of an English native-speaking family, and hence, benefited like a child during his or her first language acquisition years. This is when I started to seriously consider how traditional second language acquisition programs do not prepare second language learners to develop their speaking skill and to reflect on how difficult it is for interactional linguistics researchers and TESOL educators to address the difficult task of materials for developing the speaking skill, for the development of the speaking skill is a layered and longitudinal process without simple solutions.

In summary, this field project is a manifestation of my years of experience in second language acquisition and as an immigrant in America. I want to capitalize on my evolution as a TESOL educator into helping immigrants acquire the speaking skills necessary for them to feel whole in California as they felt whole in their countries of origin. The two units demonstrate how to create materials for developing the speaking skill in the context of viticulture for teaching English as a second language at the community or city college level. By integrating the language skills of listening, reading, speaking, and writing with the interactional linguistics disciplines of prosody in conversation and the communicative language teaching approach of curriculum

development, this project aims, in an engaging and interactive way, to develop the ability of ESL learners to use language in real communication.

The Project

The implementation of the project is found in the appendix.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This field project has explored interactional linguistics, communicative language teaching approaches and methodologies for developing materials for teaching the important skill of speaking, and I have made several important conclusions. First, developing material for teaching the speaking skill is difficult because the speaking skill itself is a multilayered, cognitively loaded process that is correlated to the stage of acculturation the immigrant finds him- or herself at the moment of communicative interaction with the native speaker. Second, as we traverse these layers from the bottom-up point of view, we first have to deal with what is traditionally called phonetics, where the focus of instruction is the syllable, of which words are made up, and from which sentences are assembled. These are what linguists refer to as linguistic structures. Next up the hierarchy is pragmatics, which deals mainly with what to say, or not, according to the sociocultural context. For instance, if after an interview for an employment position, e.g., an ESL teaching position at a community college, I dismiss myself by telling the interviewer(s) “see you later alligator(s),” the interviewer(s) is(are) bound to feel slighted or disrespected or that I am being facetious or flippant. This in turn reflects on me as a prospective colleague. Third, the last layer up the hierarchy in the development of the speaking skill deals with prosody in conversation and non-verbal communication, for it is at this level of abstraction that a tone of sarcasm or a raised eyebrow should convey a message between interlocutors.

The underlying assumption has always been that classroom interactions with the

traditional ESL language educator, the native speaker, will take care of pragmatics and prosody in conversation. However, the reality is that formal ESL or EFL education, due to time constraints, limited resources, teacher training, etc., stops at phonetics and traditional grammars for the written language, and rarely addresses sentence intonation, or the stress-timed nature of the English language, let alone the grammars of the spoken language or prosody in conversation.

In summary, my conclusion is that materials for the speaking skills are best developed through adaptation of specific content and within a specific context, such as viniculture for a sommelier level 1 audience, for instance. In addition to developing materials for the spoken form as outlined in this field project, the curriculum for ESL language classes should be informed by applied linguistics research from interactional linguistics and the communicative language teaching approach, “which aims to develop the ability of learners to use language in real communication” (Ellis, 2003).

Recommendations

I recommend that this field project be considered for use in ESL adult education at community or city colleges from intermediate to advanced level of language instruction in conjunction with a culinary arts and hospitality management program. If time had allowed, I would have liked to extend my original field project to include a section on **functions and meanings in conversation**, that is, message and purpose, and a section on how **social and cultural contexts** affect conversation. For instance, Dörnyei and Thurrel (1992) noted that “language learners often face communication difficulties because of differing cultural backgrounds; therefore, a sensitivity to cross-cultural issues is a prerequisite of becoming an

efficient conversationalist.”

In addition to community or city colleges, I recommend that this field project be run at wine producers’ premises or at wineries with wine tasting rooms all around California’s American Viticultural Areas (AVAs). Hence, while this project is specific to adapting material for developing the speaking skill in the context of viniculture and viticulture, during my literature review, I could not help but realize that this project could be used as a template for all kind of customer facing professions in the service industry, from the culinary arts and hospitality management, to human resources, where the ESL language learner needs to develop his or her basic interpersonal communicative skills, that is, BICS, to the level of a native speaker of equal or higher social standing.

Furthermore, I recommend that unrehearsed videos of people engaged in real communication be utilized in the ESL language classroom. The videos should encompass the four main sections described in *Conversation and Dialogues in Action* by Dörnyei and Thurrel (1992):

- i. Conversational rules and structures
- ii. Conversational strategies
- iii. Functions and meanings in conversation
- iv. Social and cultural contexts

In summary, and in the spirit of inclusion, we, as TESOL educators, must go beyond

popular TV shows such as Friends, which are not inclusive, for teaching the speaking skill and prosody in communication in ESL classrooms, but use must incorporate videos of natural occurring conversations amongst diverse groups of people that resemble the target audience we are helping acculturate in our ESL classrooms.

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APPENDIX

Uncorking the Speaking Skill: Wine and Prosody in Conversation

EFREN SERRA 2023

UNCORKING THE SPEAKING SKILL

Wine and Prosody

Level 2





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SCOPE AND SEQUENCE

1. Wine Basics: Fermentation, Grapes and the Flavor of Wine

Objectives/Summary

Vocabulary: Key Terms

Reading: What is Wine?

Dialogue: What is Wine?

Rewriting: What is Wine?

Reading: Why is Wine Made from Grapes?

Dialogue: By the way, that reminds me ...

Rewriting: Why is Wine Made from Grapes?

Reading: Characteristics of the Wine Grape

Dialogue: Sorry to Interrupt

Rewriting: Characteristics of the Wine Grape

2. The Wines of The United States

Objectives/Summary

Vocabulary: Key Terms

Reading: Roles of the Bottler/Producer

Dialogue: What do you call it?

Rewriting: Roles of the Bottler/Producer

Reading: *Terroir* and Important Regions

Dialogue: Pardon?

Dialogue: What do you mean?

CONVERSATIONAL RULES AND STRUCTURE

Focuses on how conversation is organized, and what prevents conversations from breaking down into simultaneous talk

Introduction

Conversation is a highly organized activity, exhibiting distinct patterns and regularities (Dörnyei & Thurrell, 1992) . The following is an overview of key issues that occur under *Conversational rules and structures* and of the activities in this unit that focus on them.

Openings

There are systematic ways to start conversations; they do not occur at random. There are formal ways to begin a chat and to extend it into a relaxed and informal conversation (1 **What is wine?**).

Turn-taking

How do people know when to speak in conversations without speaking over the other(s)? (2 **Why is Wine made from Grapes?**).

Interrupting

Interrupting is a special case in turn-taking, which in many cultures is considered rude (3 **Sorry to interrupt**).

Adjacency pairs

Questions, requests, apologies, compliments, etc., which require an immediate response or reaction from the other interlocutor(s), are what is known by linguists as *adjacency pairs*.

Topic shifts

Handy for when you want to change the subject without being “short” or appearing rude (4 **By the way, that reminds me**).

Closings

How to say gracefully: “That’s all folks!” without appearing rude or ill-mannered (5 **It was nice talking to you**).

01

WINE BASICS:
Fermentation,
Grapes and
the Flavor of Wine

Wine rejoices the heart of man and joy is the
mother of all virtues.

—JOHANN WOLFGANG VON GOETHE,
German artist and playwright

OBJECTIVES

In this unit, you will learn:

- a definition of wine and a brief description of the raw materials used to produce it and the process by which it is produced: alcoholic fermentation.
- about *Vitis vinifera*, the wine grape.
- through activities, how to start and keep up informal conversation (**What's wine?**), how to change the subject smoothly (**By the way, that reminds me ...**), how to break into a conversation politely (**Sorry to interrupt**), and how to bring a conversation to a close tactfully (**It was lovely chatting with you**).
- through activities, how to find ways and means of overcoming communication breakdowns, to deal with trouble spots, and to enhance fluency.

SUMMARY

Students, through **conversational rules and structures**, that is, how conversation is organized, can learn how to prevent conversations from breaking down and turning into a chaos of interruptions and simultaneous talk.



To access the Wines Basics chapter, scan the QR code.

VOCABULARY: Key Terms

1. a fermented beverage made from fruit juice	8. product of fermentation that distinguishes grape juice from wine	Wine _____ Biochemical complexity _____
2. a beverage gone through the process of alcoholic fermentation	9. an inert gas found in the atmosphere, also known as CO ₂	Fermented beverage _____
3. a biological process that occurs in nature when a yeast cell consumes a sugar molecule	10. the species of yeast used to conduct most alcoholic fermentation	Yeast _____ Acidity _____
4. a domesticated and selectively bred version of <i>Vitis vinifera</i>	11. is what balances the sweetness of wine, measured in the pH scale	Varietal _____
5. the art & science of making wine	12. this is equivalent with complexity of flavor (e.g., biochemicals imbue wine with grapefruit flavors)	Alcoholic fermentation _____
6. long chain phenols found in plant life, but rarely in fruits, although found in grapes	13. the environmental impacts from climate, soil conditions, and chemistry of a grapevine	Viniculture _____ Carbon dioxide _____
7. single-celled fungus that feast on sugars and simple carbohydrates	Ethanol _____ Saccharomyces cerevisiae _____	Tannins _____ Terroir _____

MATCH the correct vocabulary word with its definition.



READING: What is Wine?



Wine—A fermented beverage produced from the juice of any fruit, usually *Vitis vinifera*, the “wine grape.”

The Roles of Ethanol

- It influences the flavors of wine.
- The more sugar in the fruit juice the more ethanol is produced during fermentation.
- It is slightly toxic and produces intoxicating effects in humans.

FRUIT

The sugar found in wine grapes, or any other fruit, is the raw material used to produce wine



ALCOHOLIC FERMENTATION

Sugar + Yeast
= Ethanol
+ Carbon Dioxide
+ Heat

What is Wine?

Level	Intermediate and advanced
Purpose	Develop ability to start and keep up informal conversation
Dialogue Type	Dialogue containing short, factual exchanges between a sommelier and a customer



In this activity

Students turn a short factual exchange, into a conversation by carrying it on, expanding the topic and developing a social relationship between the speakers.



Preparation

1. Prepare a short factual exchange from the reading material: “What is Wine?,” in which the participants continue carrying on the conversation after the purpose of the dialogue has been fulfilled. You may use the sample dialogue as guide.
2. Write typical phrases you may use to strike up a conversation with a wine shop owner or another customer. Some sample phrases are listed in **INPUT 1**.
3. Watch the videos in **SAMPLE DIALOGUE 1** for guidance and notice how prosody in conversation is manifested between the speakers.



INPUT 1 Typical conversation starters

Excuse me, I hope I'm not interrupting, I hope you don't mind me asking,		is a working definition of wine necessary to understand it?
(I'm) sorry (to bother you),	but	where is Vitis vinifera originally from?
Other questions		
Can wine be produced from any fruit? / What is the correct formula for fermentation? / What is the scientific name of the yeast used in the fermentation of wine? / Is the juice of wine grapes the sweetest juice of any fruit? / What role do tannins found in grapes play in the resulting wine?		
Opening complaints		
The alcohol content of Napa Chardonnays keeps getting higher / Can you believe how expensive Cabernet Sauvignon from Napa are? They never cost less than ...		
Wine tasting lines		
How did you like the Orange wines? What do you think about this wine shop?		



SAMPLE DIALOGUE 1

Original:

https://youtu.be/gIz_iYtBAHI

Customer: What's wine?

Sommelier: A fermented beverage, usually produced from the juice of wine grapes.

Customer: Thank you.

Sommelier: Thank you, sir. Goodbye.

Customer: Goodbye.

Extended, chatty version:

<https://youtu.be/9TiAVCdQb-Q>

Customer: What's wine?

Sommelier: A fermented beverage, usually produced from the juice of wine grapes; but did you know, sir, the most common fruit wines are made from apples (called ciders), pears, plums, and berries?

Customer: Wow, I did not know that. What fruit are most wines produced from?

Sommelier: Most wines are produced from grapes, especially one specific species of grape: *Vitis vinifera*, or the "wine grape."

Customer: What is so special about *Vitis vinifera*?

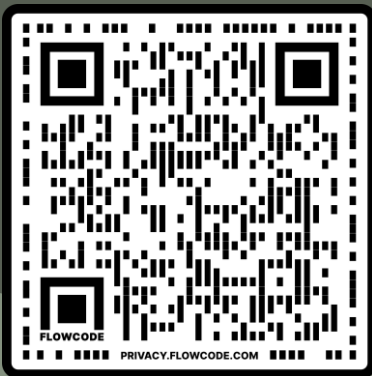
Sommelier: Well, you see sir, this species has been shaped over the course of thousands of years into the perfect fruit for fermentation.



REWRITING: What is Wine?



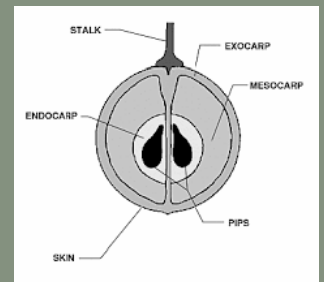
- 1) Create an *Outline* or a *Rewrite Adaptation* of the ‘What is Wine?’ section in the Wine Basics chapter. Use the QR code provided on page 7 to access the chapter material.
- 2) Scan the QR code for information on Material Adaptation:



READING: Why is Wine Made from Grapes?

- 1) Physical Characteristics of the Wine Grape
 - a) The wine grape, *Vitis vinifera*, has been bred for thousands of years with the sole purpose of producing wine.
 - b) This cross section of a *Vitis vinifera*, shows that the wine grape is a small sack of sugar-rich juice (MESOCARP), surrounded by a thin membrane (EXOCARP) that has wild yeast clinging to it.

- 2) Domestication & Selective Breeding of the Species
 - a) **Wild Grapes**—originated from Mesopotamia; harvested and crudely fermented over millennia.
 - b) **Domestication**—*Vitis vinifera* is grown outside Mesopotamia, through agriculture and vineyards.
 - c) **Selective Breeding**—crosspollination, genetic mutations, and evolution contributed to current wine grape characteristics to produce wine.
 - d) **Specialized Grapes**—selective breeding leads to the species we have today.



By the way, that reminds me

Level	Intermediate and advanced
Purpose	Develop ability to change the subject naturally
Dialogue Type	Any dialogue



In this activity

Students extend the dialogue by introducing new topics.



Preparation

1. The subject for this dialogue is “Why is Wine Made from Grapes?”
2. Some other conversational topics for the follow-up options: domestication and selective breeding.



In class

1. Describe in one sentence the dialogue is about.
2. List other set phrases, e.g., ‘*by the way*’, you know of to keep moving conversation on to different topics. See INPUT 2.
3. Form small groups or pairs and let’s do the activity. Watch this video for guidance:

https://youtu.be/DFUME-S8_XA



INPUT 2 Changing the subject in a conversation

(Oh) by the way ...

That reminds me (of) ...

Speaking about/of ...

I just thought about/of something ...

Oh, there's something else I wanted/meant to say ... /ask you ...

Oh, I knew there was something I meant/wanted to tell you ...

Oh, I know what I wanted/meant to say ... /tell/ask you ...

I know I'm changing the subject but ...

Changing the subject (for a bit) ...

Funny you should say that ...

So ...

By the way ...

Before I forget, ...

Anyway ...

Switching to another topic ...

Incidentally ...

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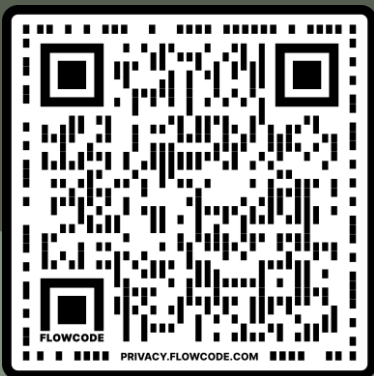
SAMPLE DIALOGUE 2

Customer:	Why is wine made from <i>Vitis vinifera</i> ?
Sommelier:	Ah, that is an excellent question. You see, this species of grape has been bred specifically over millennia with one purpose in mind: the production of wine. Humans have been manipulating and developing <i>Vitis vinifera</i> for centuries, helping it to evolve into what it is today.
Customer:	Can wine be made from grapes bought at the grocery store or the farmer's market?
Sommelier:	Technically yes, but
Customer:	By the way, that reminds me of something else; have you heard about <i>Orange wines</i> ? Are they made from oranges?
Sommelier:	Absolutely, not! Orange wines result from leaving the grapes' skins and seeds in contact with the grape juice during fermentation process.
Customer:	Oh, that sounds interesting. Do orange wines come from <i>white</i> wine grapes or <i>red</i> wine grapes?
Sommelier:	Not at all! It is made from <i>white</i> wine grapes, the difference being that the grape skins and seeds are left in contact with the juice, creating an orange-hued final product.
Customer:	Thanks for the little chat. It's greatly appreciated.
Sommelier:	The pleasure is all mine.



REWRITING: Why is Wine Made from Grapes?

- 1) Create an *Outline* or a *Rewrite Adaptation* of the ‘Why is Wine Made from Grapes?’ section in the Wine Basics chapter. Use the QR code provided on page 7 to access the chapter material.
- 2) Scan the QR code for information on Material Adaptation:



READING: Characteristics of the Wine Grape

Wine—A fermented beverage produced from the juice of any fruit, usually *Vitis vinifera*, the “wine grape.”

The Roles of Ethanol

- It influences the flavors of wine.
- The more sugar in the fruit juice the more ethanol is produced during fermentation.
- It is slightly toxic and produces intoxicating effects in humans.

FRUIT

The sugar found in wine grapes, or any other fruit, is the raw material used to produce wine



ALCOHOLIC FERMENTATION

Sugar + Yeast
= Ethanol
+ Carbon Dioxide
+ Heat

Sorry to interrupt

Level	Elementary and above
Purpose	Develop turn-taking skills in conversation; practice how to interrupt
Dialogue Type	Dialogues with several/longer turns

In this activity

Students use interrupting strategies to break into a conversation multiple times.

Preparation

1. The subject for this dialogue is “Characteristics of the Wine Grape.”
2. Listen to this recorded monologue:

In class

1. Watch this video for guidance: <https://youtu.be/oJdTzZAsmAg>
2. Prepare a list of 4-5 phrases you can use for when you want to interrupt a conversation and return to the original topic of the conversation (see **INPUT 3**).

INPUT 3 Interrupting a conversation and then returning to the main topic

To Interrupt	To return
(Oh) by the way ...	Like (As) I was saying ...
That reminds me (of) ...	What was I saying / what were we talking about ... ?
Speaking about/of ...	Where was I ... ?
I just thought about/of something ...	Going back to ... ?
Funny you should say that ...	Returning to / Going back to what I was saying before ...
So ...	To get back to our previous topic / subject / conversation ...
By the way ...	Let's get back to ...
Before I forget, ...	(Yes, well) anyway ...
Anyway ...	In any case ...
Switching to another topic ...	
Incidentally ...	

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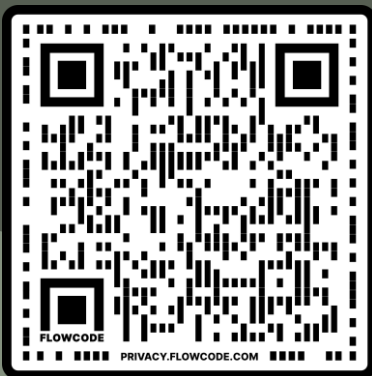
SAMPLE DIALOGUE 3

Customer:	Why is wine made from <i>Vitis vinifera</i> ?
Sommelier:	Ah, that is an excellent question. You see, this species of grape has been bred specifically over millennia with one purpose in mind: the production of wine. Humans have been manipulating and developing <i>Vitis vinifera</i> for centuries, helping it to evolve into what it is today.
Customer:	Can wine be made from grapes bought at the grocery store or the farmer's market?
Sommelier:	Technically yes, but
Customer:	By the way, that reminds me of something else; have you heard about <i>Orange wines</i> ? Are they made from oranges?
Sommelier:	
Customer:	Wow, I did not know that. What fruit are most wines produced from?
Sommelier:	Most wines are produced from grapes, especially one specific species of grape: <i>Vitis vinifera</i> , or the "wine grape."
Customer:	What is so special about <i>Vitis vinifera</i> ?
Sommelier:	Well, you see sir, this species has been shaped over the course of thousands of years into the perfect fruit for fermentation.



REWRITING: Characteristics of the Wine Grape?

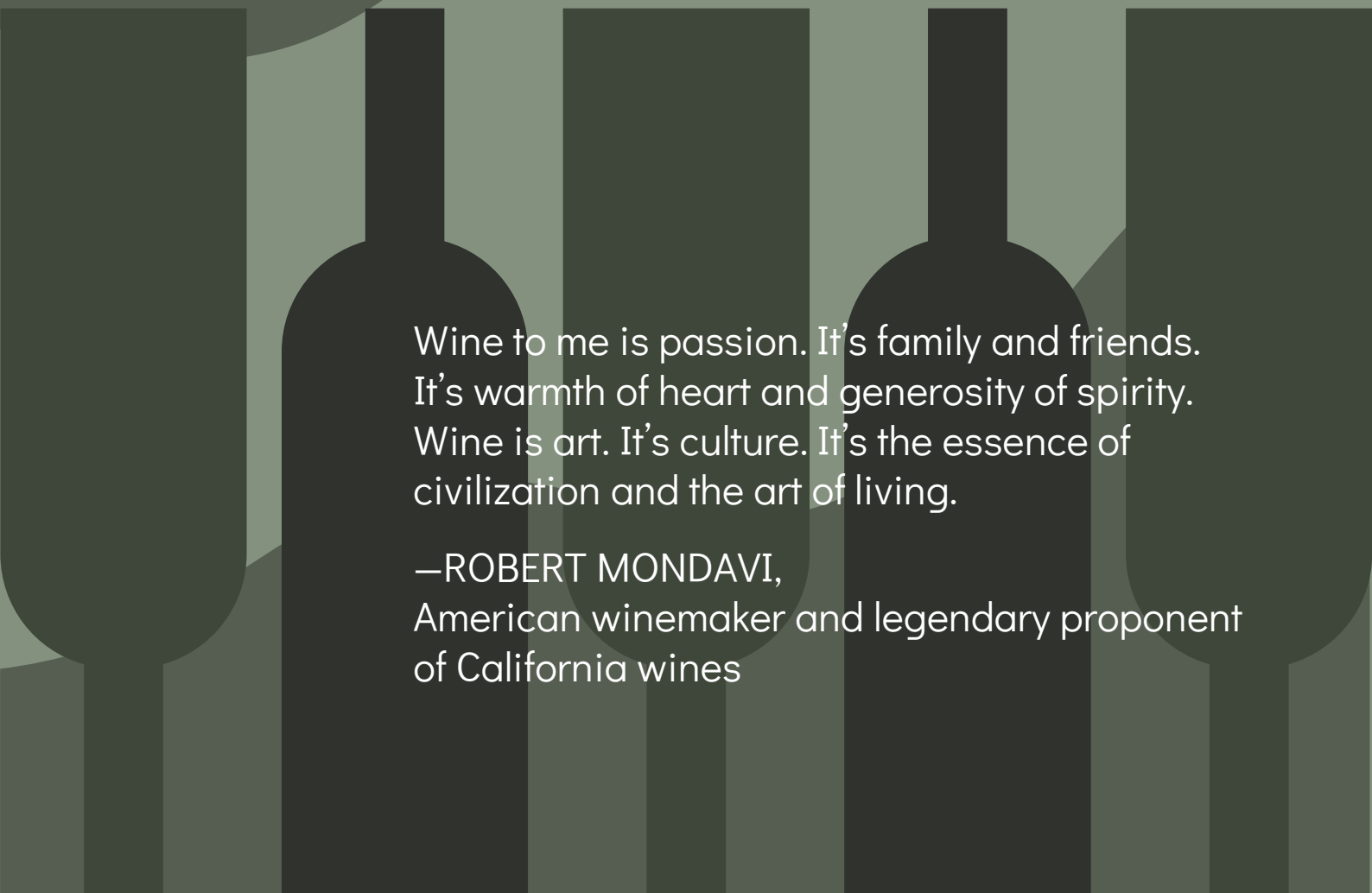
- 1) Create an *Outline* or a *Rewrite Adaptation* of the 'Characteristics of the Wine Grape?' section in the Wine Basics chapter. Use the QR code provided on page 7 to access the chapter material.
- 2) Scan the QR code for information on Material Adaptation:





02

THE WINES OF THE UNITED STATES



Wine to me is passion. It's family and friends.
It's warmth of heart and generosity of spirit.
Wine is art. It's culture. It's the essence of
civilization and the art of living.

—ROBERT MONDAVI,
American winemaker and legendary proponent
of California wines

CONVERSATIONAL STRATEGIES

Focuses on strategies for helping speakers overcome communication breakdowns, handle trouble spots, and to enhance fluency

Introduction

Conversational strategies are invaluable means for : 1) maintaining control of the conversation when communication difficulties arise, and 2) they also enhance the efficiency of communication (Dörnyei & Thurrell, 1992). The following is a brief description of the key conversational strategies and of the activities in this unit that focus on them.

Appeal for help

This includes how to ask from your partner forgotten words, e.g., (**4 What do you call it?**); asking the other speaker to repeat something you couldn't hear or understand (**5 Pardon?**); and asking the other speaker to explain when you don't understand (**6 What do you mean?**).

OBJECTIVES

In this unit, you will learn:

- common terms regarding the role of the bottler/producer.
- important grapes of California.
- important regions or American Viticultural Areas (AVA).
- through activities, how to elicit words from your communication partner (**What do you call it?**), to repeat something you don't hear or understood (**Pardon?**), and to explain something you don't understand (**What do you mean?**).

SUMMARY

Students, through **conversational strategies**, learn how to maintain control of the conversation when communication difficulties arise and enhance their efficiency as interlocutors.



To access The Wines of The United States chapter, scan the QR code.



VOCABULARY: Key Terms

1. the producer just bottled the wine, which was produced at another place	8. wine purchased from another producer, then bottled & aged on winery's cellars	Bottled by _____ Cellared by _____
2. overseer of American wine laws as branch of Federal Treasury Dept.	9. 3 rd major winemaking district in California, Pinot-Noir being its top-quality wine	Grown, produced, and bottled by _____
3. wine purchased from another producer, but bottled and aged on premises	10. it is one of top cool-climate regions in California, where Chardonnay, Pinot Noir and best sparkling wines are produced	Estate bottled _____
4. official wine making region recognized and registered by the TTB	11. like estate bottled, but not as strict: only 75% of grapes required	American Viticultural Area (AVA) _____
5. Mendocino County, Sonoma County, Lake County, and Napa County; ~ 120 miles along coastline of San Francisco County	12. strictest term; producer grew 100% of grapes used in making the wine, e.g., fermented, bottled, etc.	North Coast AVA _____ Sierra Foothills AVA _____
6. considered the most important viticultural area outside of Europe	Alcohol and Tobacco Tax & Trade Bureau (TTB) _____	Central Coast AVA _____ Napa Valley AVA _____
7. east of the Central Valley of California, with Zinfandel being the most important grape grown here	Sonoma County _____	Carneros AVA _____

MATCH the correct vocabulary word with its definition.



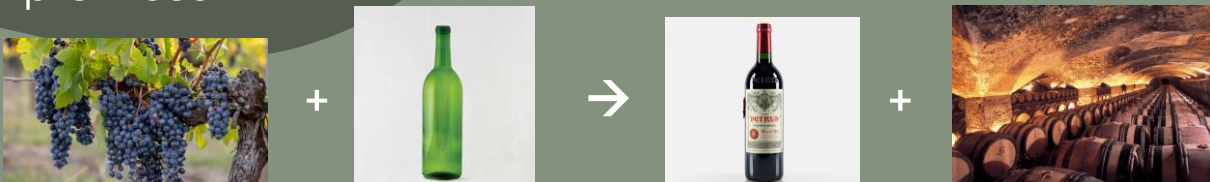
READING: Roles of the Bottler/Producer

Common Terms Regarding the Roles of the Bottler/Producer

- **Made and bottled by**—The producer ferments at least 10% of the wine and then bottles it; the remaining 90% comes from another source.



- **Produced and bottled by**—The producer must have crushed and fermented 75% of the grapes and aged it on their premises.



- **Vinted by**—The wine was purchased already bottled and aged on their premises or cellars of the listed producer.



READING: Roles of the Bottler/Producer

Common Terms Regarding the Roles of the Bottler/Producer

- **Bottled by**—The stated producer only bottled the wine that was purchased from another that produced and bulk aged the wine.



- **Cellared by**—The wine is bought from another source, but it is bottled and aged in their own cellars.



- **Estate bottled**—The strictest term; it means the producer grew 100% of the grapes. The wine is fermented, bottled and aged on their premises or cellars.



- **Grown, produced, and bottled by**—The producer most grow 75% of the grapes used in making the wine; like Estate bottled, but not as strict.



What do you call it?

Level	Elementary and above
Purpose	Develop strategies to ask for help from a communication partner when in difficulty
Dialogue Type	Any dialogue with two speakers

In this activity

Students must not mention certain key words in the dialogue but instead elicit them by appealing for help from the other speaker(s).

Preparation

1. Produce a list of phrases or ways for asking how to say a word (see **INPUT 4**).
2. Watch this video for guidance on this type of dialogue:

<https://youtu.be/J0eHwFHk4A0>



INPUT 4 Appealing for help in conversation

	do		it?
What	would	you call	some who ... ?
			the thing which ... ?

What's the word for .../to describe (it) ?

How do/would you say ... ?

I can't remember / I've forgotten the word for ... ?

What's the name of ... ?

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SAMPLE DIALOGUE 4

Original

Speaker 1: What's wine?

Speaker 2: A ... beverage, usually produced from the ... of wine grapes.

Speaker 1: Thank you.

Speaker 2: Thank you, sir. Goodbye.

Speaker 1: Goodbye.

Extended, chatty version

Speaker 1: What's wine?

Speaker 2: A ... beverage, usually produced from the ... of wine grapes; but did you know, sir, the most common fruit ... are made from apples (called ciders), pears, plums, and berries?

Speaker 1: Wow, I did not know that. What fruit(s) are most ... produced from?

Speaker 2: Most wines are ... from grapes, especially one specific species of grape: ..., or the "wine grape."

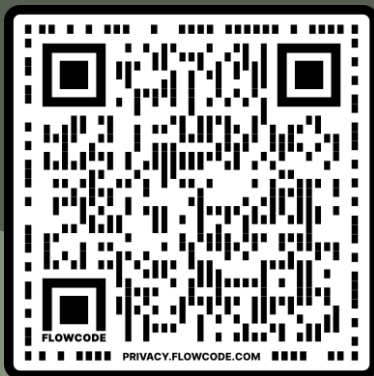
Speaker 1: What is so special about ...?

Speaker 2: Well, you see sir, this species has been ... over the course of thousands of years into the perfect fruit for



REWRITING: Roles of the Bottler/Producer

- 1) Create an *Outline* or a *Rewrite Adaptation* of the 'Roles of the Bottler/Producer' section in the Wine Basics chapter. Use the QR code provided on page 7 to access the chapter material.
- 2) Scan the QR code for information on Material Adaptation:



READING: *Terroir* and Important Regions




Terroir—The cumulative environmental impacts caused by climate, soil conditions and biochemistry to the productive life of a vineyard.

North Coast AVA—Production takes place in Mendocino, Lake, Sonoma, and Napa Counties. The **Napa Valley AVA** is considered the most important viticultural area outside of Europe. The higher elevation regions focus on grapes like: Chardonnay, Pinot Noir, and Cabernet Sauvignon.

Sierra Foothills AVA—Located east of the Central Valley, the most important areas for wine production are Amador County and El Dorado County. The most important grapes grown is Zinfandel.

Central Coast AVA—The 3rd premium winemaking region in California. Wines produced in this region are Chardonnay, Pinot Noir, Zinfandel, and extra-ripe Cabernet Sauvignon.



Pardon?

Level	Elementary and above
Purpose	Develop strategies to ask for repetition in order to clarify meaning
Dialogue Type	Any dialog with two speakers

In this activity

Students perform the dialogue pretending they do not understand or did not hear certain words and ask the other speaker to repeat.

Preparation

1. Create a list of phrases that you can use to ask someone to repeat something you didn't understand while in conversation (see **INPUT 5**).
2. Watch this video for guidance on this type of dialogue:

<https://youtu.be/hRjLz5ag7hU>

INPUT 5 Asking for repetition

(I'm) sorry? / (I) (beg your) pardon?

(I'm) sorry, I didn't	hear catch get understand	the	last part. part about ... last / first word
-----------------------	------------------------------------	-----	---

Sorry, what did you say? / what was that again?

What was that word / the first word / her name / the last sentence again?

Would / Could you repeat that / what you said / that name / the last word, please?

Could you repeat that for me, please?

Would you mind repeating that?

Sorry, can / could you say that again please?

Sorry, could you repeat it more slowly?

Sorry, would you mind speaking a bit slower?

I'm sorry, wh-question-word time did you say?

Sorry, did you say 'Monterey'?

What? / You whaaaat? / When? / Where? / Who? / What kind of ...

Hang on / Just a minute, say that again / I didn't quite catch that.

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SAMPLE DIALOGUE 5

Customer: What's wine?

Sommelier: A fermented beverage, usually produced from the juice of wine grapes.

Customer: Thank you.

Sommelier: Thank you, sir. Goodbye.

Customer: Goodbye.



What do you mean?

Level	Elementary and above
Purpose	Provide practice in asking for explanations
Dialogue Type	Any dialogue between two people



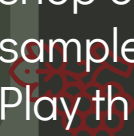
In this activity

Students introduce some difficult words and phrases into the dialogue so that their conversation partner must ask for explanations.



Preparation

1. Prepare a short factual exchange from the reading material: “What is Wine?,” in which the participants continue carrying on the conversation after the purpose of the dialogue has been fulfilled. You may use the sample dialogue as guide.
2. Write typical phrases you may use to strike up a conversation with a wine shop owner or another customer. Some sample phrases are listed in INPUT 1.
3. Play this recording for guidance:
<https://youtu.be/IEHXJRl9IJw>



INPUT 6 Getting someone to explain something you have not understood

What do you mean? / What do you mean by ...?

Do you mean (that) ...? / Does that mean (that) ... ?

What exactly does that mean?

What are you saying/trying to say/trying to imply?

Don't you mean ... ?

What (exactly) does ... mean?

What the heck do you mean?

What in God's name are you implying?

Could/Would you explain this word, please?

'Trade convention'? / 'TESOL conference'? / 'Curriculum'? / etc.
(echoing the problem word with a question intonation).

Sorry, I didn't understand (the word(s)) ...

Sorry, I'm lost. / I'm afraid you've lost me there.

Sorry, I don't / didn't quite follow you / what you were saying about ...

I'm not sure I understand/follow you.

I'm afraid I don't understand.

I don't quite see what you mean/what you're getting at, I'm afraid.

I'm sorry, I'm not quite clear on ...

I don't get you / it / the point.

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SAMPLE DIALOGUE 6

Original

Customer: What's wine?

Sommelier: A fermented beverage, usually produced from the juice of wine grapes.

Customer: Thank you.

Sommelier: Thank you, sir. Goodbye.

Customer: Goodbye.

New version

Customer: What's wine?

Sommelier: A fermented beverage, usually produced from the juice of wine grapes; but did you know, sir, the most common fruit wines are made from apples (called ciders), pears, plums, and berries?

Customer: Wow, I did not know that. What fruit are most wines produced from?

Sommelier: Most wines are produced from grapes, especially one specific species of grape: *Vitis vinifera*, or the "wine grape."

Customer: What is so special about *Vitis vinifera*?

Sommelier: Well, you see sir, this species has been shaped over the course of thousands of years into the perfect fruit for fermentation.



TEACHER INFORMATION

Note to Teachers

Welcome to Uncorking the Speaking Skill!

Uncorking the Speaking Skill: Wine and Prosody is a two-unit lesson workbook designed for use in a Content-Based Instruction (CBI) ESL classroom that aims to help adult ESL learners foster their speaking skills while concurrently developing their prosody in conversation.

The overarching goal is to acquire English while simultaneously learning about sommelier level 1 wine basics, viniculture and developing the speaking skill and prosody in conversation. This course would be ideal for teaching adult ESL alongside a culinary arts & hospitality management program at the community college level. My motivation is to empower immigrants in California to partake in the wine economy that benefits the state and the rest of the United States of America. At this juncture it is important to note that California is the 4th largest wine producer in the world.

The dialogue activities in this two-unit lesson workbook are grounded on the seminal work of the Language Teaching Methodology Series by Zoltán Dörnyei and Sarah Thurrell of the *In Action* title series books. Hence, as such, it is a work-in-progress on how to use the power of adoption and adaptation of materials for developing the speaking skill.

The readings provided in the two units are there as guidance to the ESL language learners as samples of how-to adapt materials. In adapting any kind of material, one must first engage in reading and understanding said material. Hence, in the context of CBI, material adaptation techniques, e.g., pictorial, outline or rewrite, integrate seamlessly with the reading and writing assignments of traditional grammar-based ESL programs and workbooks for optimum acquisition of second language skills and content knowledge.

I hope you find my work interesting, inspiring and thought provoking. My wish is that it provides a guiding path for helping adult immigrants develop their speaking skill. In developing their speaking skills, adult immigrants will be able to become nuanced, complex, and textured human beings in this great country we call the United States of America.

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