

Speaking up

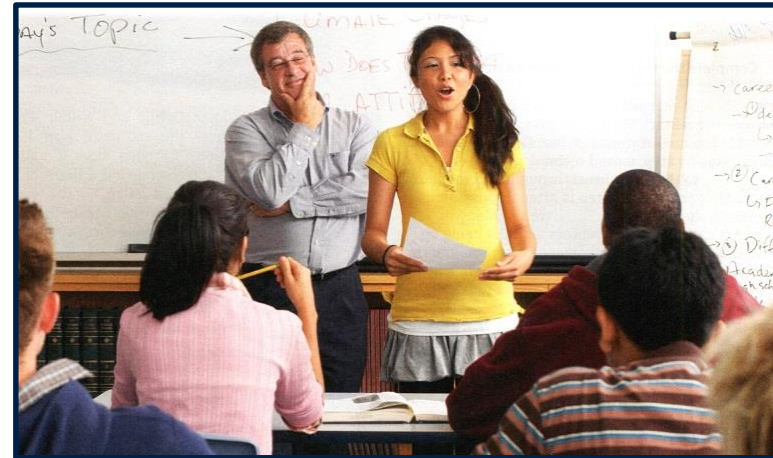
Edmund Dudley
Tallinn, 12 October 2017



Speaking up

In this session

- Why speaking is difficult
- How to give students confidence
- How to ask questions
- How to provide effective frameworks



Speaking up

In this session

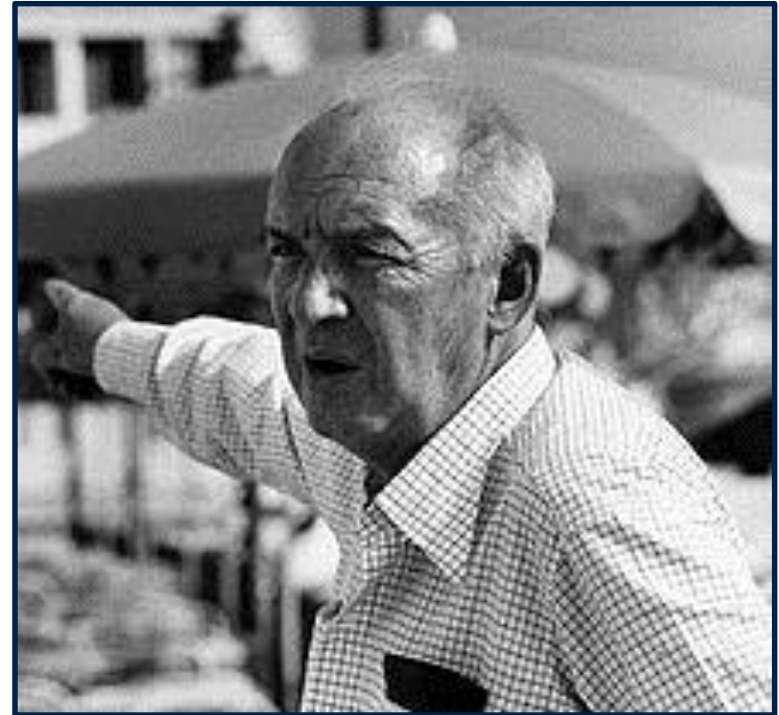
- **Why speaking is difficult**
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Do you recognise this famous author?

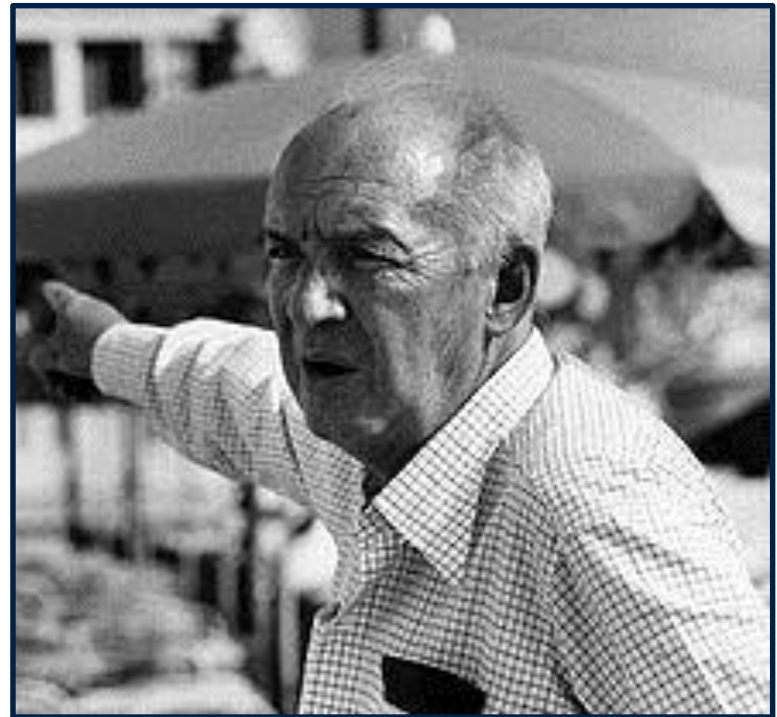
Is it:

- a) John Le Carré?
- b) Vladimir Nabokov?
- c) Roald Dahl?



Vladimir Nabokov

“I think like a genius,
I write like a distinguished author,
and I speak like a child.”



How can we help students to express their thoughts and ideas?

How do you feel when ...

- 1 you have an exam in ten minutes?
- 2 your exam finishes?
- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party?
- 6 you can't sleep?

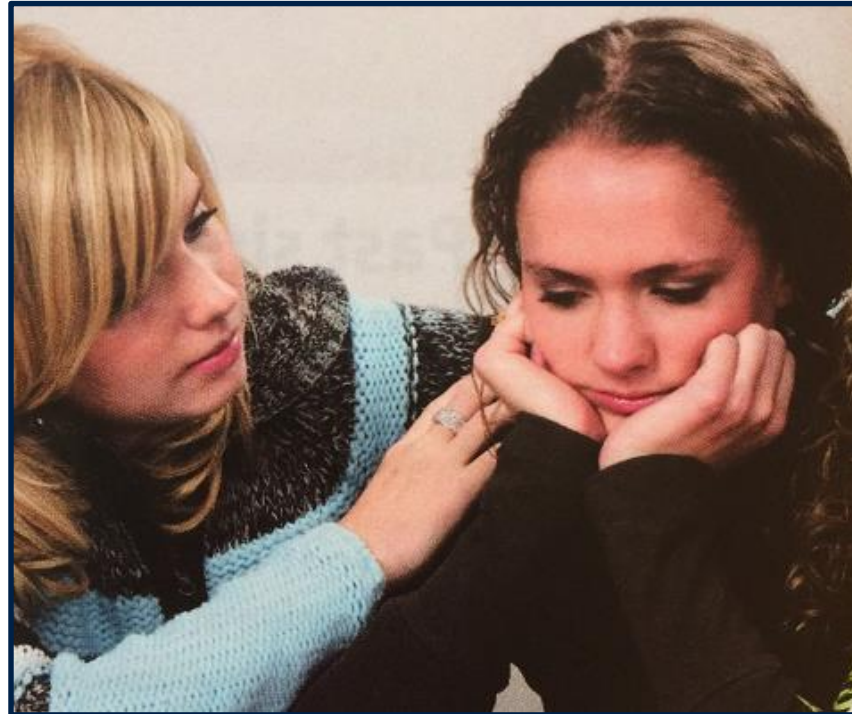
Why speaking is difficult

- inhibitions



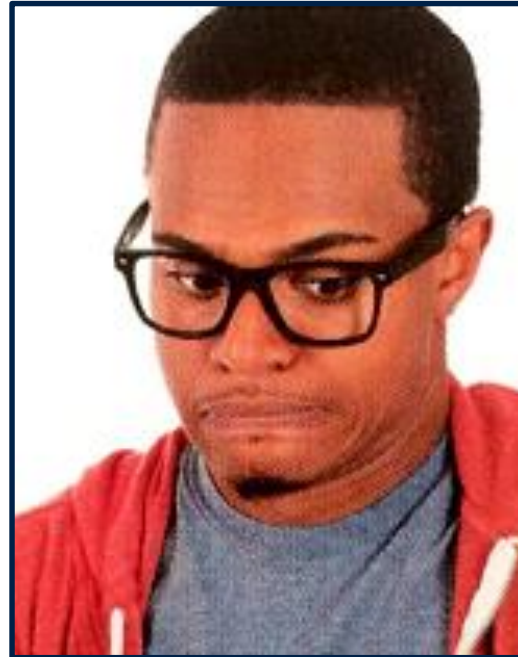
Why speaking is difficult

- inhibitions
- social pressure



Why speaking is difficult

- inhibitions
- social pressure
- lack of ideas



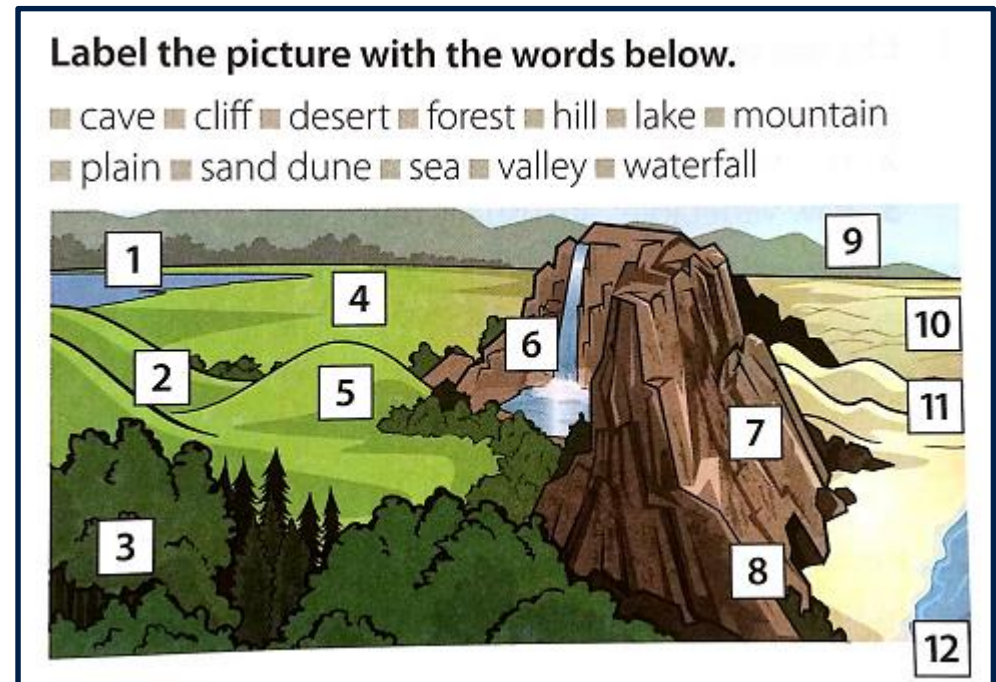
Why speaking is difficult

- inhibitions
- social pressure
- lack of ideas
- lack of time



Why speaking is difficult

- inhibitions
- social pressure
- lack of ideas
- lack of time
- lack of language



Why speaking is difficult

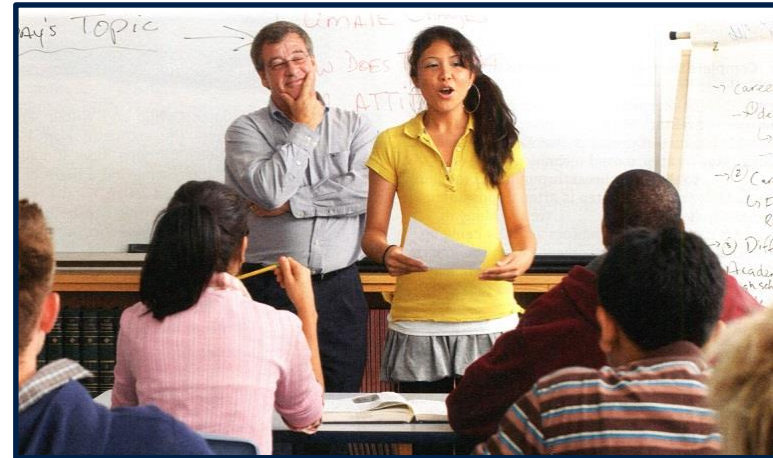
- inhibitions
- social pressure
- lack of ideas
- lack of time
- lack of language
- **lack of models**

Leah	Did you try it?
Shaun	You're kidding! ⁶ I can't skateboard.
Leah	Well, it's a great photo. Well done!
Shaun	That's very kind of you.

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How to give students confidence

- provide time
- provide ideas
- provide language

How do you feel when ...

- 1 you have an exam in ten minutes?
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Provide time, ideas and language

1. Think on your own
2. Take notes
3. Work with a partner
4. Compare ideas
5. Check language

How do you feel when ...

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Adjectives to describe feelings anxious ashamed bored confused
cross delighted disappointed embarrassed envious excited
frightened proud relieved shocked suspicious upset
The people in photo A look ...

useful words

For each photo, choose the adjective (a–c) that matches how the person is feeling.



visual support

How to give students confidence

Task with options

How do you feel when ...

- 1 you have an exam in ten minutes?
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Do you want to **speak**, **pass**, or **nominate**?

Speak → I'll give an answer

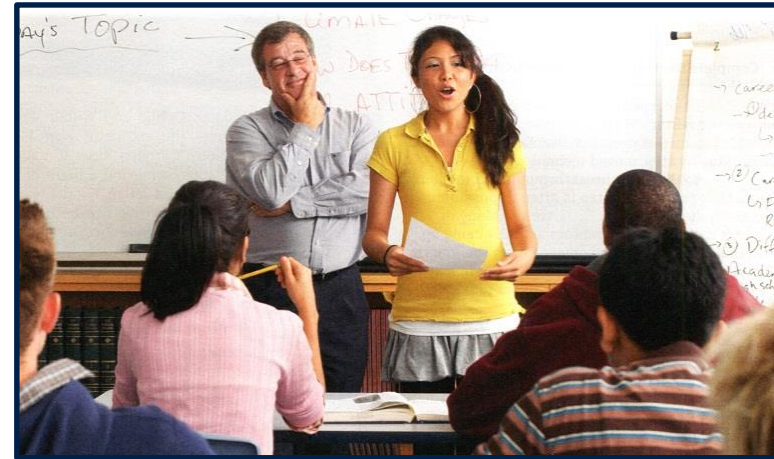
Pass → Not now. Maybe later.

Nominate → My partner has a good answer

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How to ask questions

Four tips

Ask open questions

Offer *invitations to speak*

Use a scale of 1-5

Ask negative questions

Closed questions

- concerned with what is true
- *right* and *wrong* answers



- e.g. “Which ones are winter sports?”
“What can you see in picture 4?”
“Do you play chess?”

Open questions

- subjective
- more than one possible answer
- room for different opinions

e.g. Which activity is...

...boring?

...awesome?

...addictive?

...healthy?



Offer *invitations to speak*

- more indirect way of asking
- slightly playful
- encourages students
- allows them to save face

e.g.

“Maria, you look like you have an interesting answer to this question...”

“Omar, it looks like you really want to say something...”

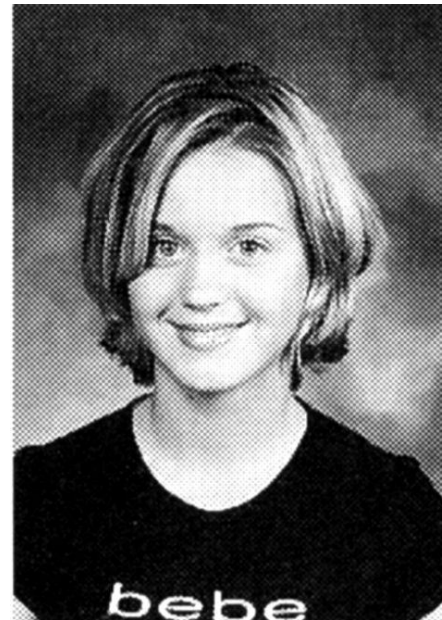
“Is there anything you want to add?”



Use a scale of 1-5

Can you identify the famous person?

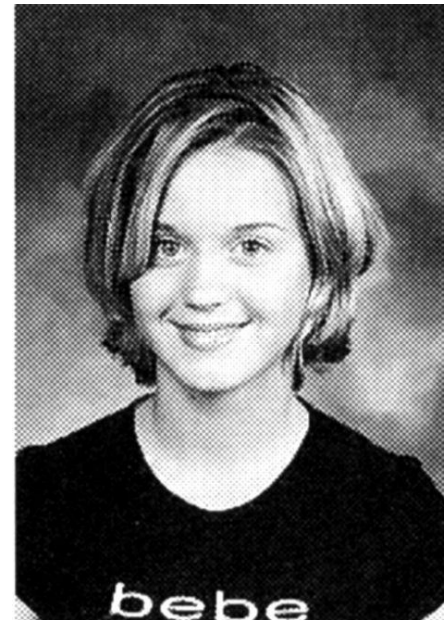
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

Can you identify the famous person?

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Katy Perry

Ask negative questions

Teenagers hate talking about things they love...

...and love talking about things they hate!

Ask negative questions

Teenagers hate talking about things they love...

...and love talking about things they hate!

What's the worst
song on YouTube?

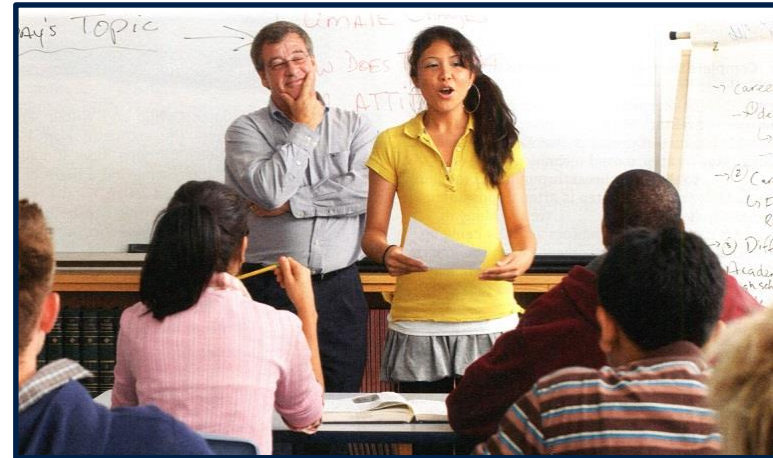
What's the most
stupid ad on TV right
now?

Who is the rudest
shopkeeper in town?

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- **How to provide effective frameworks**

How to provide effective frameworks

- Provide a simple framework template
- Give students a task
- The framework helps them
 - develop ideas
 - plan their answer
 - build an extended piece of speech



Mini-interviews from grammar questions

Check answers → ask follow-up Qs

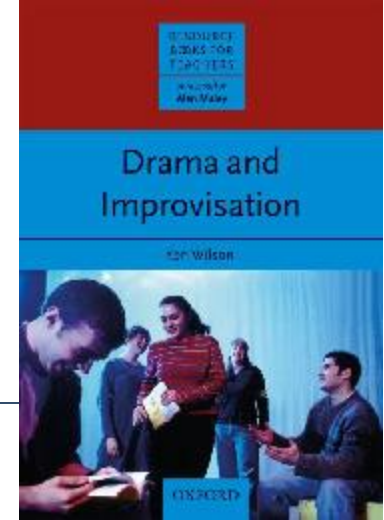
6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Blocking activities

Write down the following:

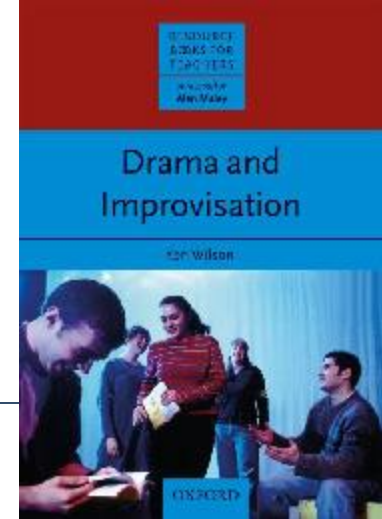
- A personal wish or desire beginning ***I'd like to...***
- An invitation or suggestion beginning ***How about...?***
- A yes/no question



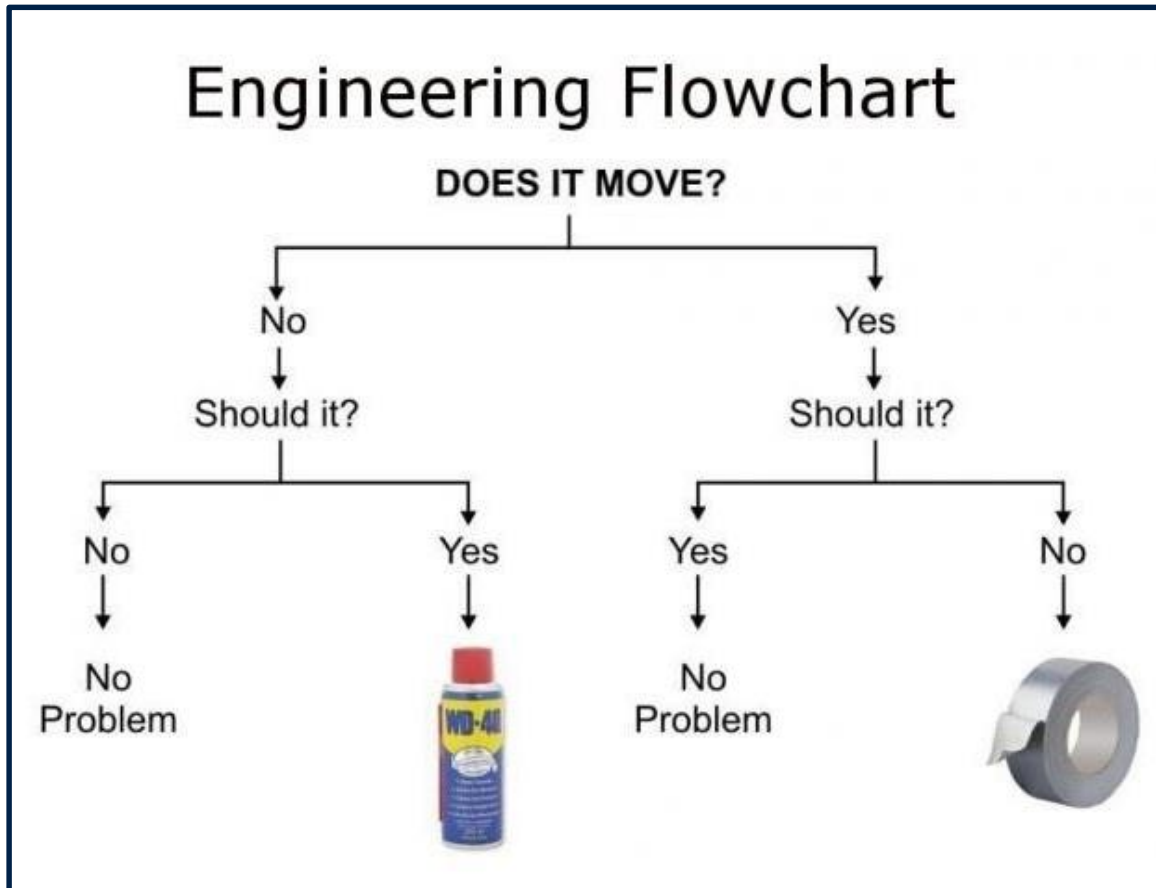
Blocking activities

Work in pairs. Respond using the given phrase.
Improvise a mini-dialogue

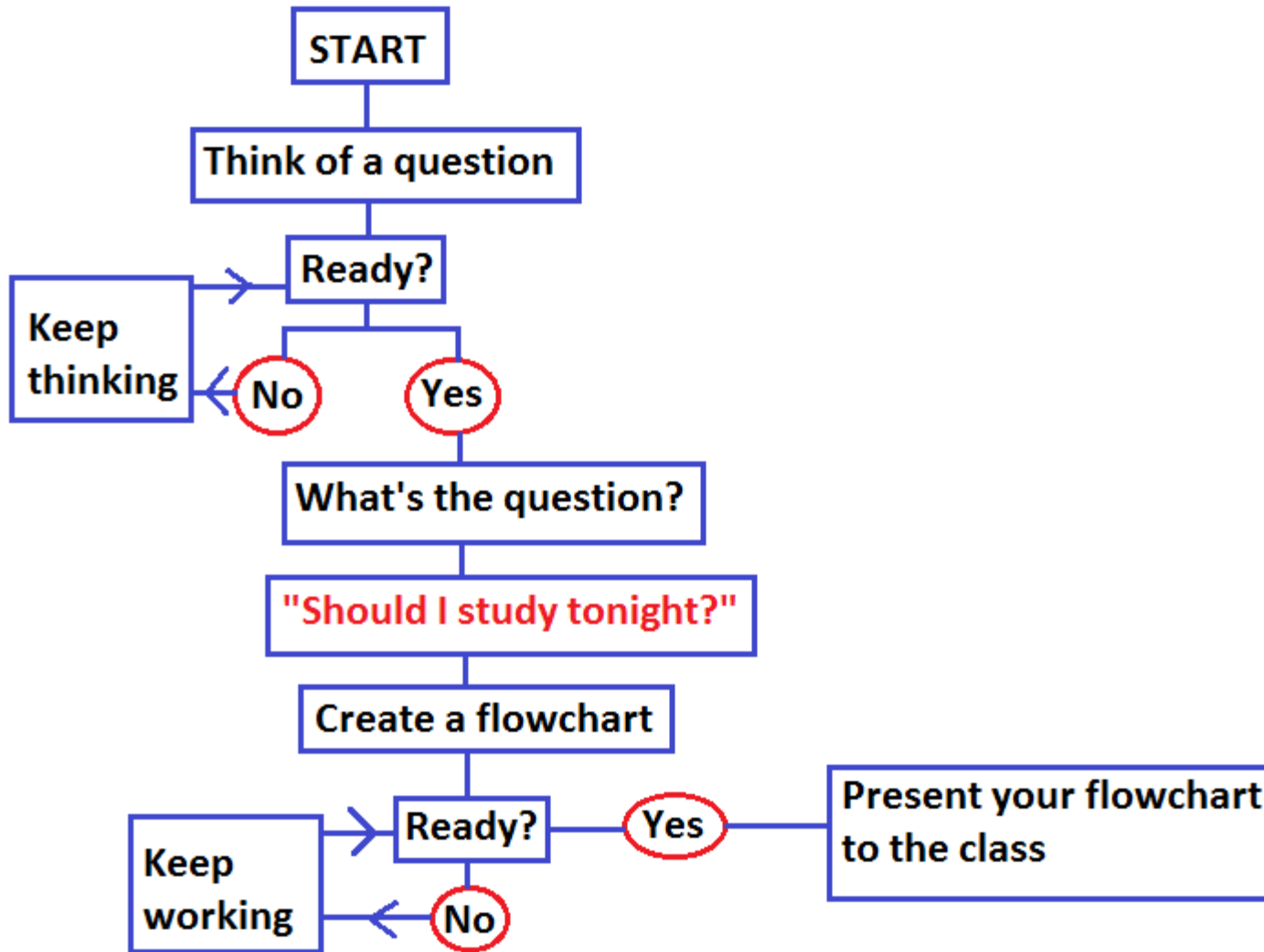
- A personal wish or desire beginning *I'd like to...*
 - **I'm afraid you can't.**
- An invitation or suggestion beginning *How about...?*
 - **I'm afraid I can't.**
- A yes/no question
 - **Yes, but...**



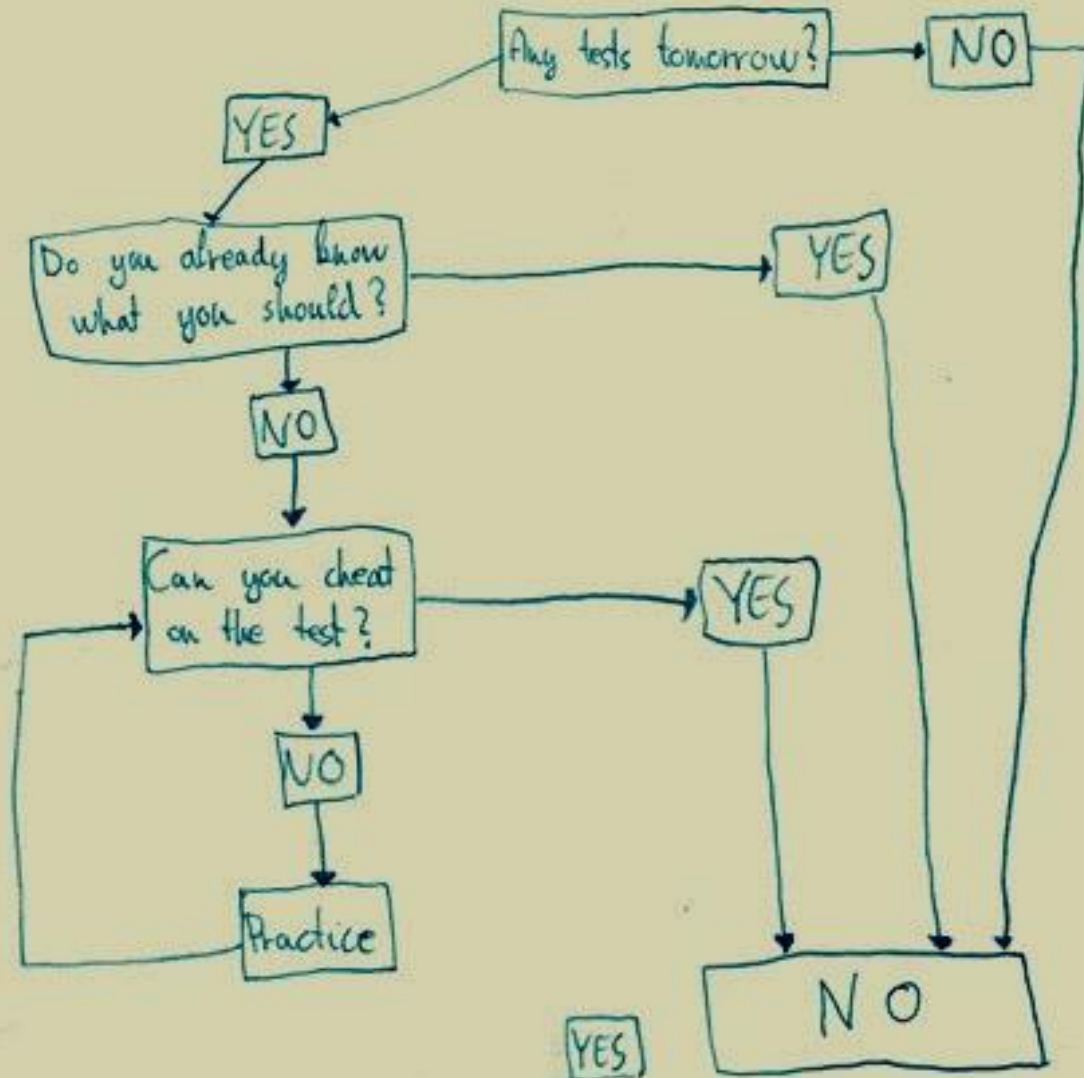
Flowcharts



Flowcharts



Should I study tonight?



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Edmund Dudley
Tallinn, 12 October 2017



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