

Bubbling under

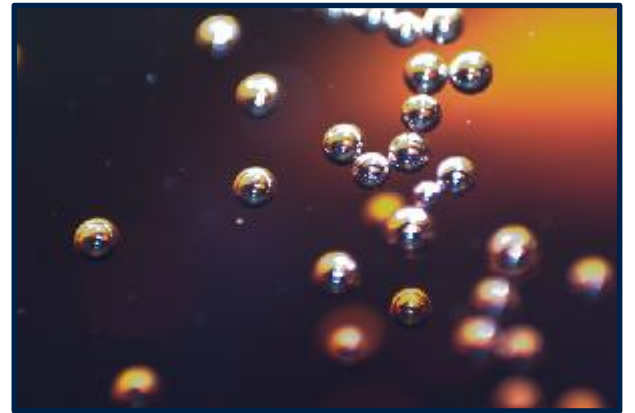
Helping ideas surface in speaking classes

Edmund Dudley
13th October, 2018

Bubbling under

In this session

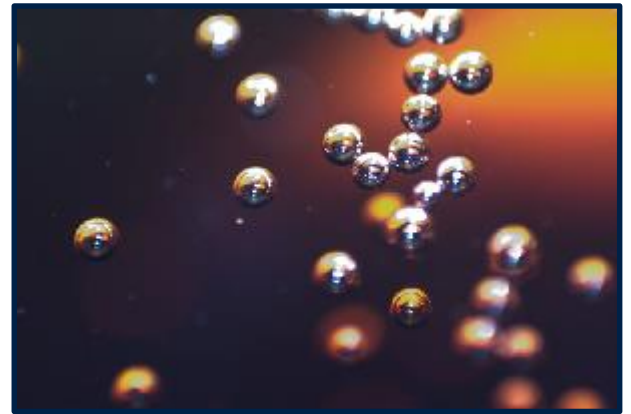
- Why speaking is difficult
- How to give students confidence
- How to ask questions
- How to provide effective frameworks



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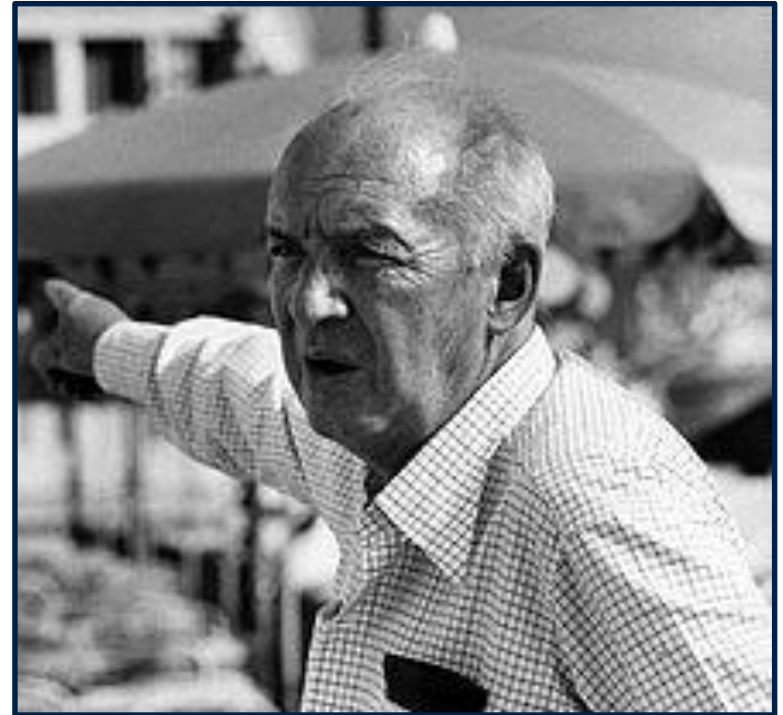
- **Why speaking is difficult**
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Do you recognise this famous author?

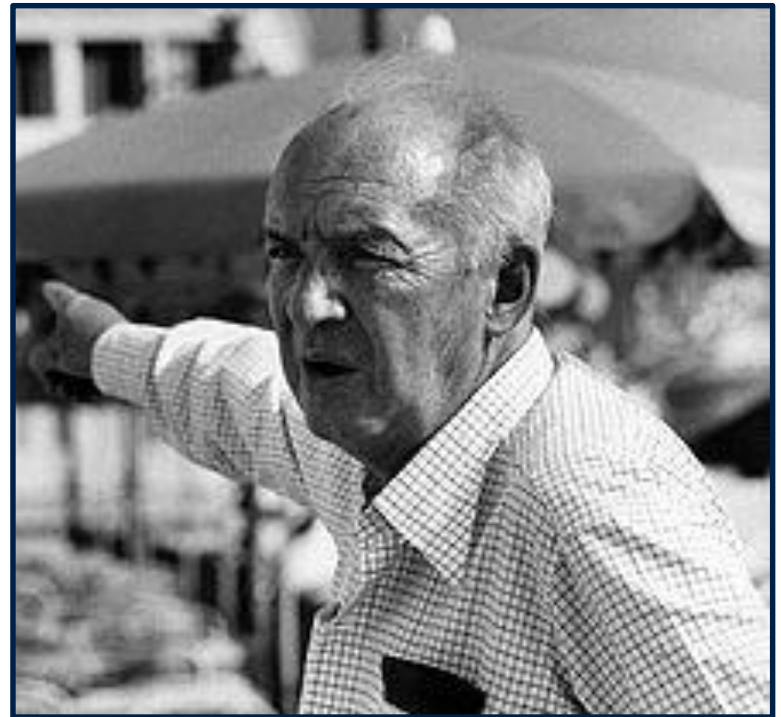
Is it:

- 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.”



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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?

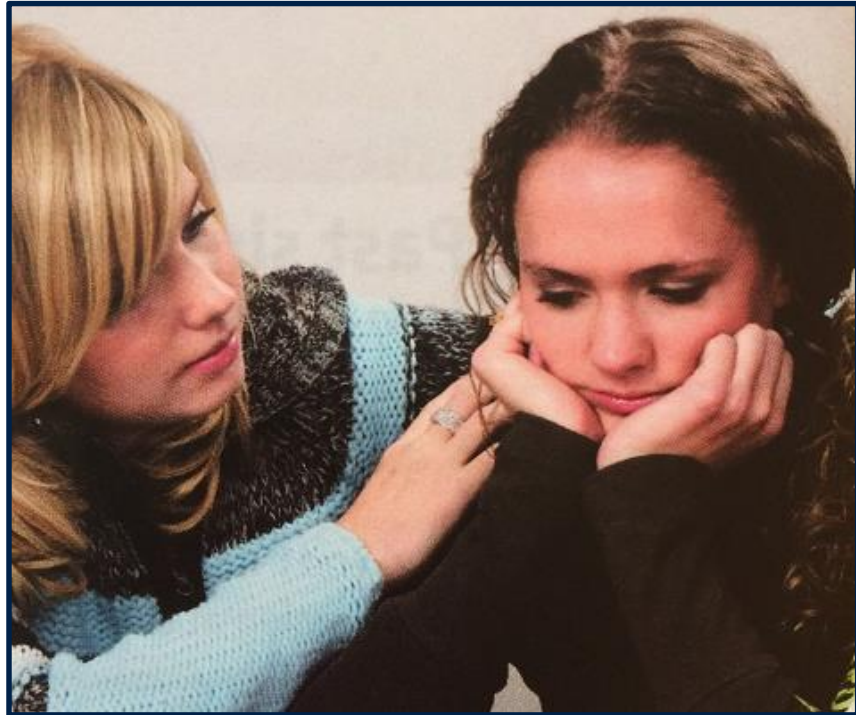
Why speaking is difficult

- inhibitions



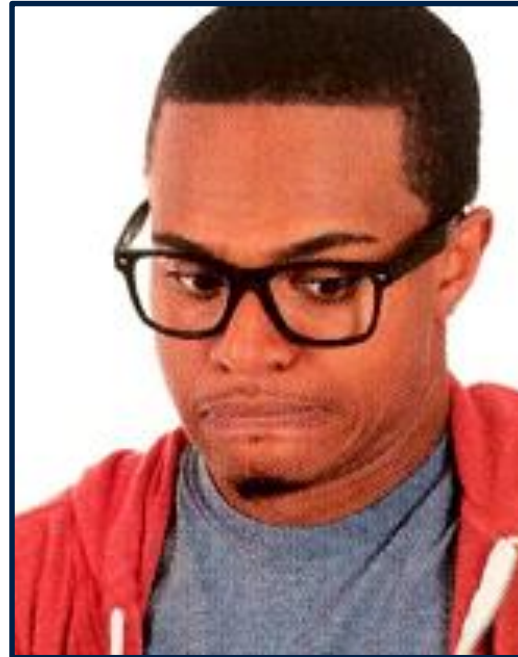
Why speaking is difficult

- inhibitions
- social pressure



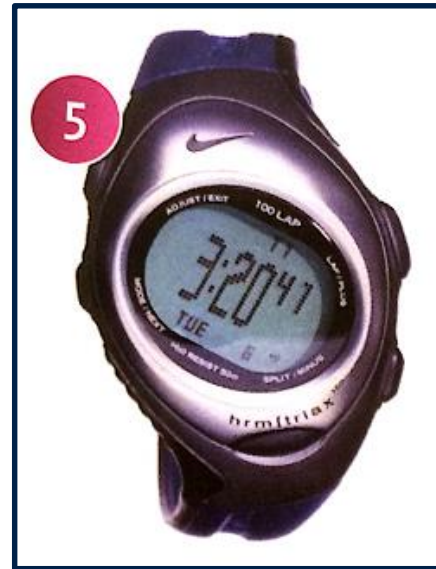
Why speaking is difficult

- inhibitions
- social pressure
- lack of ideas



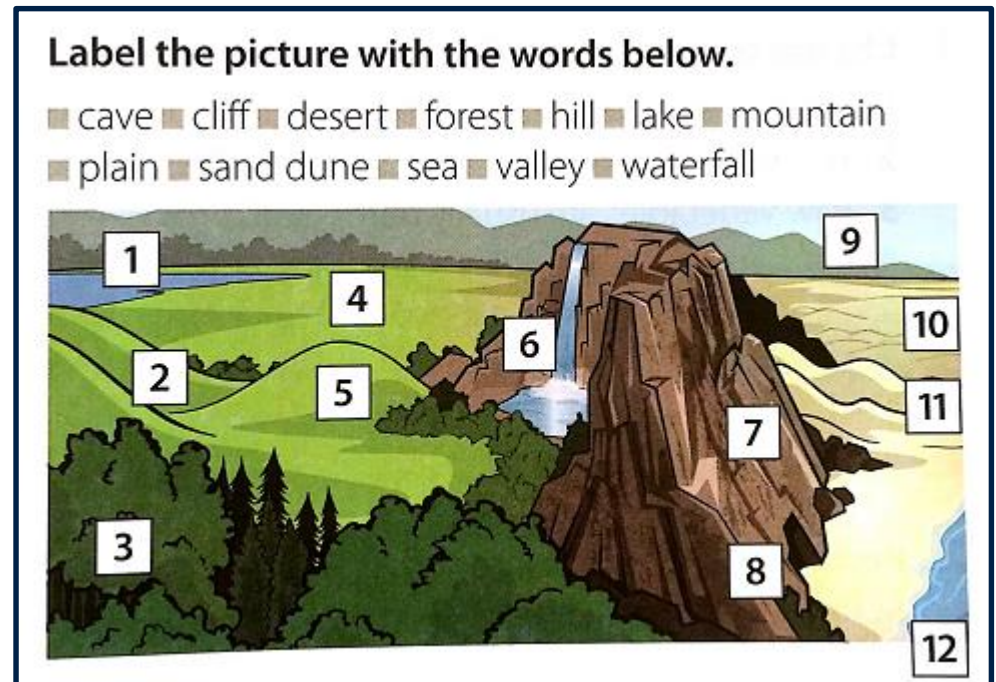
Why speaking is difficult

- 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

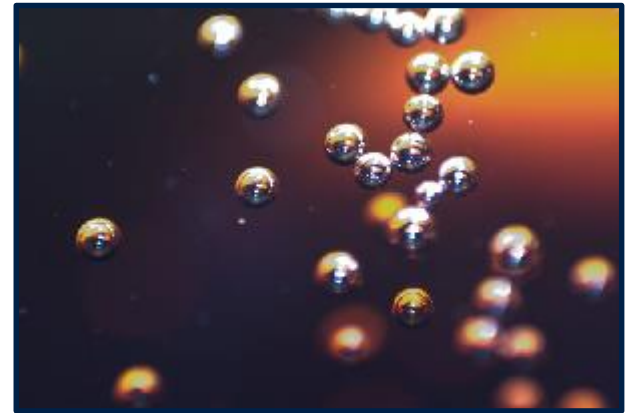
- inhibitions
- social pressure
- lack of ideas
- lack of time
- lack of language
- lack of models

| | |
|-------|--|
| 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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In this session

- Why speaking is difficult
- **How to give students confidence**
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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?
- 2 your exam finishes?
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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 ...

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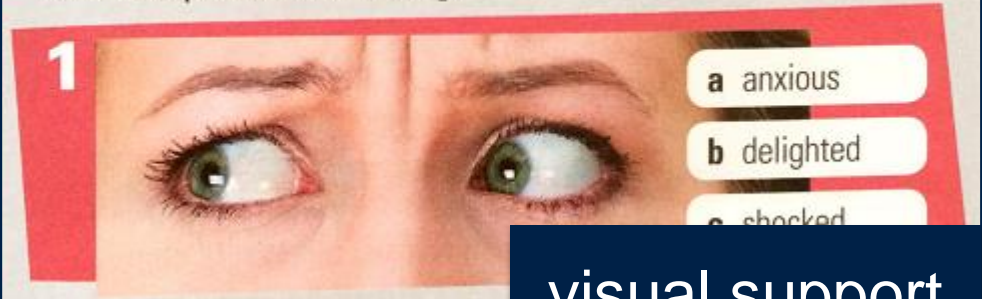
Provide time, ideas and language

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

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

Do it right

Speak, pass or nominate

- Accept all answers. Move on if they pass
- Give nominated students the option of passing
- Be positive and respectful

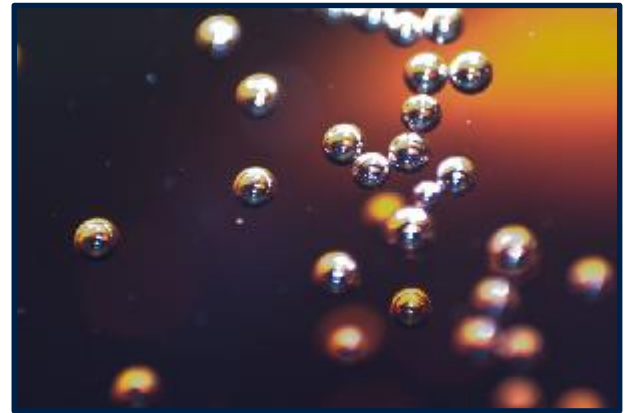
Some observations:

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Students appreciate being given options

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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...”

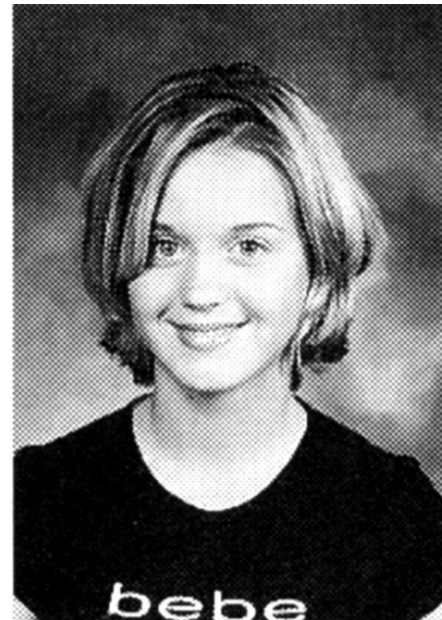
“Omar, it looks like you really want to say something...”

“Is there anything you want to add?”

Use a scale of 1-5

Can you identify the famous person?

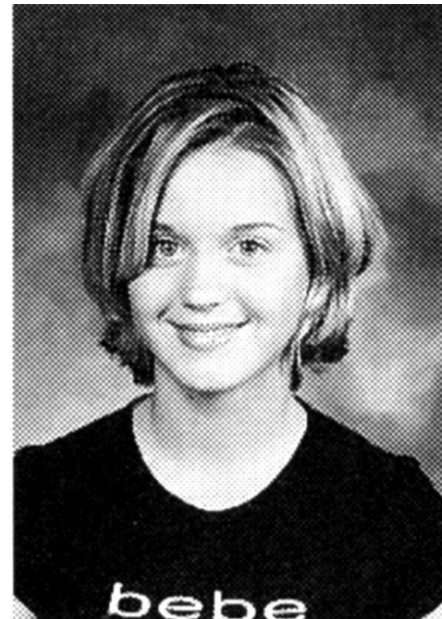
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

Can you identify the famous person?

1. I have no idea, but I'll say...
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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

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



A planning rubric

Choose a topic.

Say three things about it.

Begin your sentences like this:

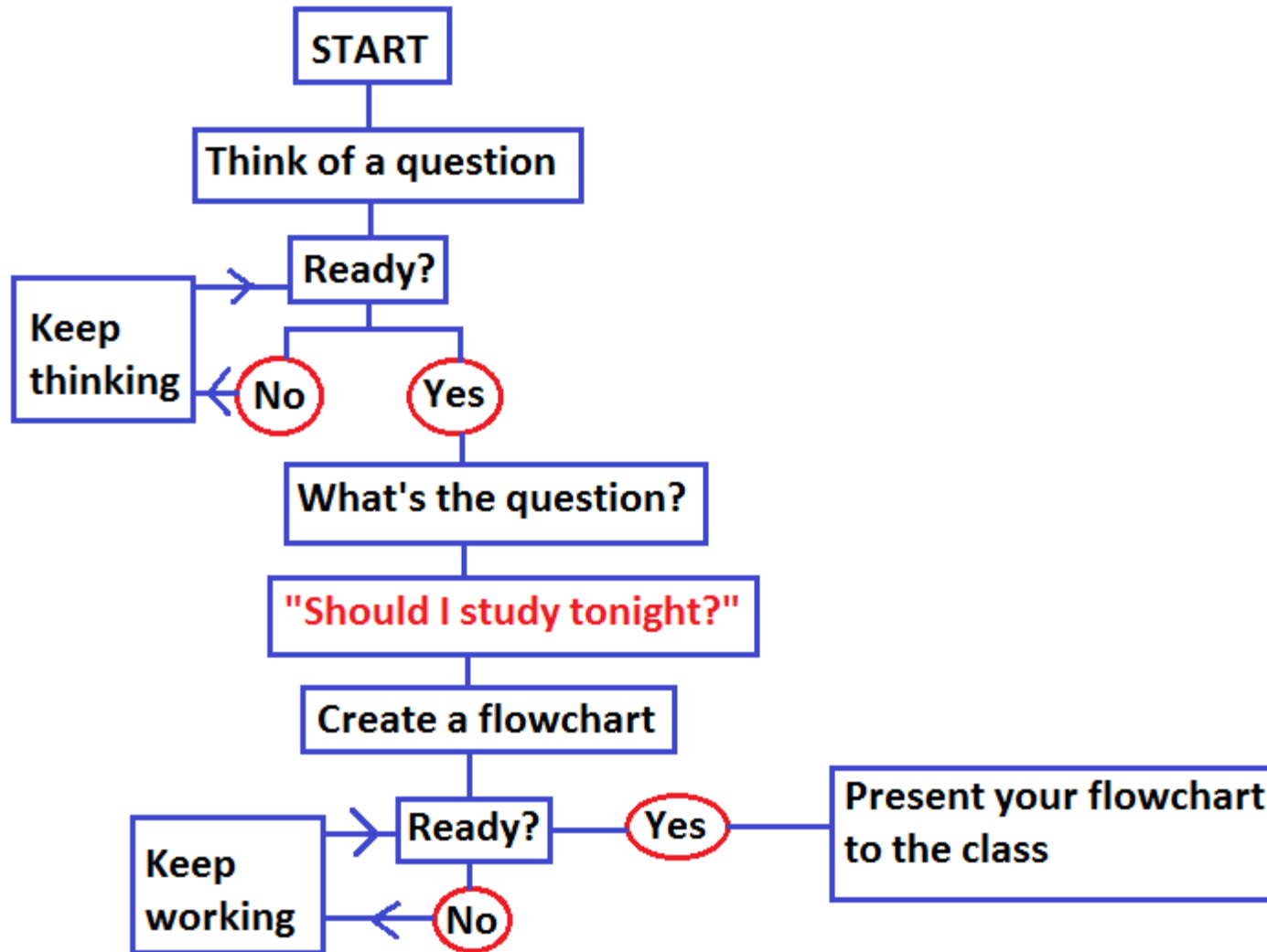
1. Most people think...
2. Most people forget...
3. What you need to remember...

A planning rubric

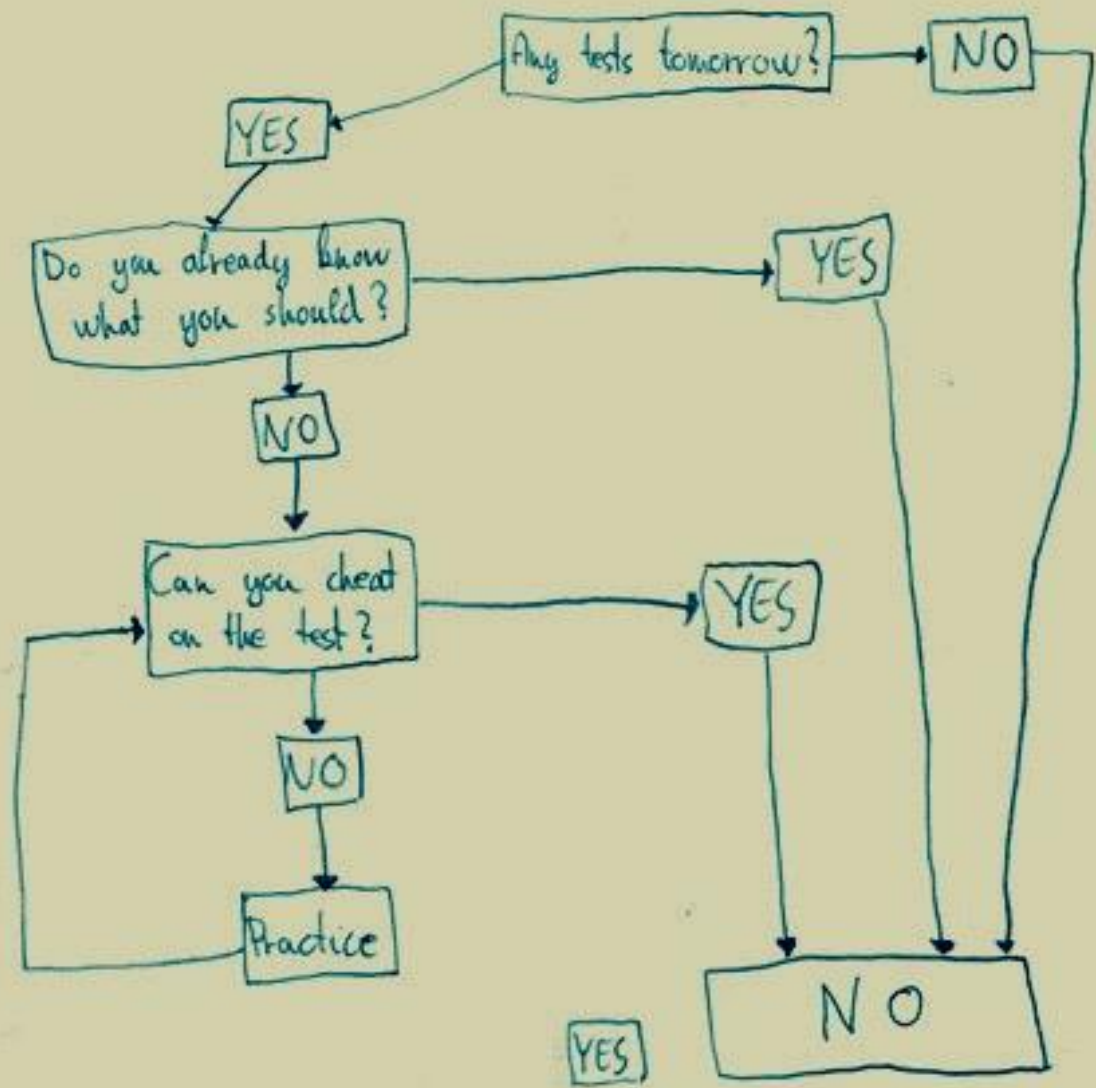
My topic: Hungarian football

1. Most people think that Hungarian football is terrible.
2. Most people forget that they practice a lot.
3. What you need to remember: They don't play very well, but they earn a lot of money.

Flowcharts

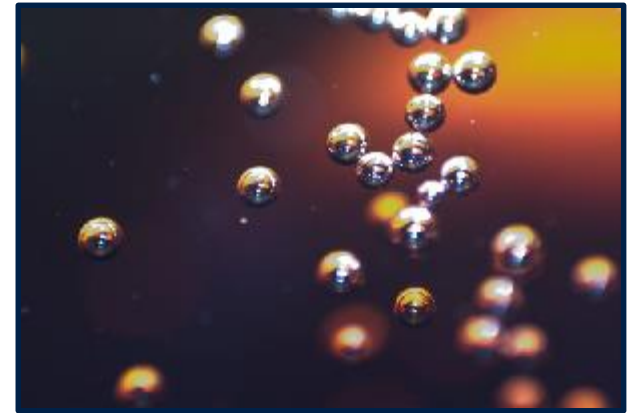


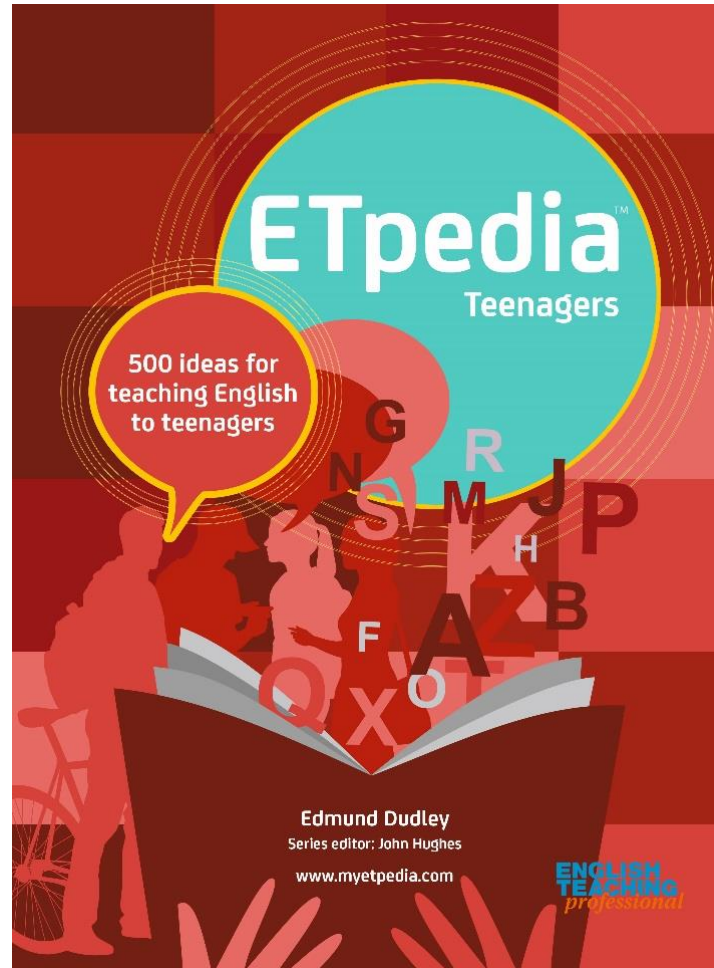
Should I study tonight?



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www.pavpub.com/etpedia-teenagers

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Slides here:

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