



How to Integrate Speaking into Lesson Planning

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This webinar will focus on how to **integrate** speaking tasks into lesson planning and how to **correct mistakes** and will also present **practical activities** for teachers to use.



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Today's Topics

1. The role of the teacher
2. The important of 4-skill integration
3. Choosing a speaking objective
4. When and how to correct
5. When and how to assess
6. Speaking strategies and activities



Teacher as Facilitator

- Your role is to plan a lesson so that students can engage, speak, interact
- You are a **facilitator** of language use
- Therefore, you need to think carefully about your lesson plan BUT be ready to be flexible.



An Integrated Skill

The goal of any English class is to **integrate all four skills**.

Ask yourself:

- What do students need from me to understand the skill or topic?
(input)
- What tasks or activities can I plan so that students can engage with the topic, in writing and/or by speaking? (output)

Key Takeaway

Speaking activities should be a natural and integrated part of a lesson.

(Speaking should not be an isolated skill.)

Choosing the Objective

THE FOUNDATION TO YOUR LESSON PLAN

WHAT you ask students to do is the most important part of a successful speaking task.



If you choose an objective that is too difficult:

they will struggle unnecessarily

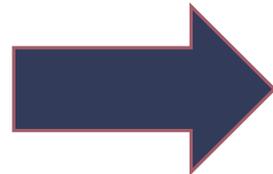
they will not be successful

they will lose motivation

Know Your Students

Are your students:

- anxious?
- confident?
- shy?
- talkative?
- all of the above?



Start small. Don't expect too much too soon.

Slowly incorporate speaking tasks into your lessons.

Prioritize student success not speaking progress.



How to find CEFR-levelled objectives

Refer to the Global Scale of
English (GSE):

<https://www.pearson.com/english/about/global-scale-of-english/learning-objectives.html>

OR

<https://www.english.com/gse/teacher-toolkit/user/lo>

Correction



Communication, not Perfection

OUR ULTIMATE GOAL

Why We Correct

Grammar doesn't improve if students don't notice their errors/mistakes.

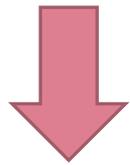
Subtle correction helps them notice.



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When NOT to Correct

1. when it will embarrass the student
2. when a student is obviously struggling



correct privately



Errors vs. Mistakes

Errors occur when the student **doesn't know the answer.**

- teacher needs to reteach / make sure the student learns the point

Mistakes occur when the student knows the answer but makes a mistake, possibly due to lack of **thinking time.**

- teacher needs to give subtle correction / more wait time

When TO Correct

1. when focusing on a specific form
2. when errors cause misunderstanding
3. when a student asks



HOW to Correct

1. recast
2. ask a clarifying question
3. negotiate meaning



Recasting

Restate what the student said but with the correction.

S: My mother play the piano.

*T: Your mother **plays** the piano.*

T: What does his mother play?

*done in whole group, briefly, without much attention.

Clarifying Question

1. Ask a question

S: I go to the park yesterday.

T: What did you do?

S: I went to the park.

2. Pretend you didn't hear

S: I go to the park yesterday.

T: Sorry?

S: I went to the park.

If they don't self-correct, try to distinguish between an error and a mistake.

If it's an error, subtle correction will not be useful.

Negotiating Meaning

Discussing meaning with the student.

S: I go to the park yesterday.

T: *Yesterday*, right? In the past?

S: Yes, in the past.

T: Did you mean the past tense of the verb? *Went*?

S: Oh, yes. *Went*.

T: Can you say that sentence again?

S: I went to the park yesterday.

Best to do one-on-one or in small groups.

Be careful not to do it in front of others so as not to embarrass the student.

For a Japanese Classroom

Consider very carefully how and when you choose to correct.

Alternate approach:

Listen for errors/mistakes and use that information to address the whole class regarding the mistakes you're hearing.

My Beginning Class

(Done on Zoom)

Task:

1. Interview your partner (general getting-to-know-you questions).
2. Introduce your partner to others using the simple present tense.

What I heard:

- What you like about Kansas City?
- He play baseball.

How I chose to correct:

With confident students:

- Asked directly, "What does he do?"

With less confident students:

- To the class, "I'm still hearing some missing helping verbs in your questions. Let's review that structure."

Key Takeaway

Subtle correction helps students notice their mistakes without interrupting the flow of speech and without embarrassing the student but must be done strategically.

Assessment

When to Assess

When there is an objective that needs to be measured.

Can say what the weather is like using basic phrases. (A1)

An assessment plan must be created to show whether the student has mastered this skill.



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How to Assess

Identify the mode of delivery and time of assessment:

- in person and assessed in the moment?
- recorded and assessed at a later time?
- a mix of both?
- how will you utilize an ALT?



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Identify Assessment Criteria

Possible criteria:

- fluency (can they speak without stopping too much?)
- comprehensibility (are you able to understand their speech?)
- grammar (is meaning ever impeded because of grammar mistakes?)
- organization (was the information organized?)
- vocabulary (was topic-appropriate vocabulary used? were words overused?)



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Can say what the weather is like using basic phrases. (A1)

	Fluency	Comprehensibility	Vocabulary	Grammar
5	Smooth with few to no hesitations	Very clear and easy to understand.	Excellent control of wide range of basic phrases.	Excellent grammar control; structures used accurately.
4	Smooth with a few hesitations	Mostly clear speech; maybe a few unclear sounds	Solid control of most phrases with a few errors in word choice.	Grammar is mostly accurate; errors don't confuse meaning.
3	Partly smooth; often hesitates to search for language	A mix of clear and unclear words.	Can use some; struggles with newer vocabulary.	Frequent grammar errors, some confuse meaning.
2	Many hesitations make speech stop and start.	Many unclear words making the speech difficult to understand.	Weak control of vocabulary choices. Uses some inappropriate word choices.	Frequent grammar errors. Meaning is often unclear.
1	Speech is slow; difficult to find words to say	Most of the speech is unclear.	Vocabulary used inappropriately.	Little control of grammar. Errors cause misunderstanding.

Rubric Considerations

- It needs to be **easily understood** by students. (Provide a Japanese version?)
- You need to **“teach the rubric.”**
- When possible, give students a **model** of what a high rubric score would sound like.
- Students must understand **where and how they will improve.**
- When possible, give students **a chance to discuss their performance** based on the rubric.

Speaking for Young Learners

Goal – Put students at ease

1. start slowly, incrementally
2. start with the basics and use repetition
3. utilize “English partners” in your building
4. use technology for speaking tasks to lower embarrassment



Sentence Stems

Giving stems helps support students as they practice speaking.

For more ideas, go to
Instagram - @theeslgirl

About Me

I live in _____.

My favorite animal is _____.

My favorite color is _____.

In my free time, I like to _____.

When I grow up, I want to be a _____.

Emotions

I feel happy when _____.

I feel sad when _____.

When I am hungry, I _____.

When I am angry, I _____.

Conversation Starters

to start/end class

Students pick sticks out of a box that have a speaking prompt.

They can be general speaking tasks or tied to your lesson topic.



Photo Credit: Kim Gamez @theesgirl



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Roll the Dice

Students roll a die and use the words given based on their roll.

Can say what the weather is like using basic phrases. (A1)

1	Sunny
2	today
3	rainy
4	weather
5	good
6	bad

Can express immediate needs using simple language

(e.g. 'I want a drink', 'I need a pen'). (A1)

1	want, I
2	she, need
3	bathroom
4	question
5	drink, can
6	help, please



Speak to Share

GENERAL SPEAKING ACTIVITIES

Speak to Share

- Show-and-Tell
- Question of the Day
- Interviews
- Surveys

→ non-threatening

→ goal = to **produce** language

→ encourages critical thinking





Speak to Respond

GENERAL SPEAKING ACTIVITIES

think-pair-share

1. Students are given time to think about a response.
2. Then they join with a partner.
3. Then they share their response.



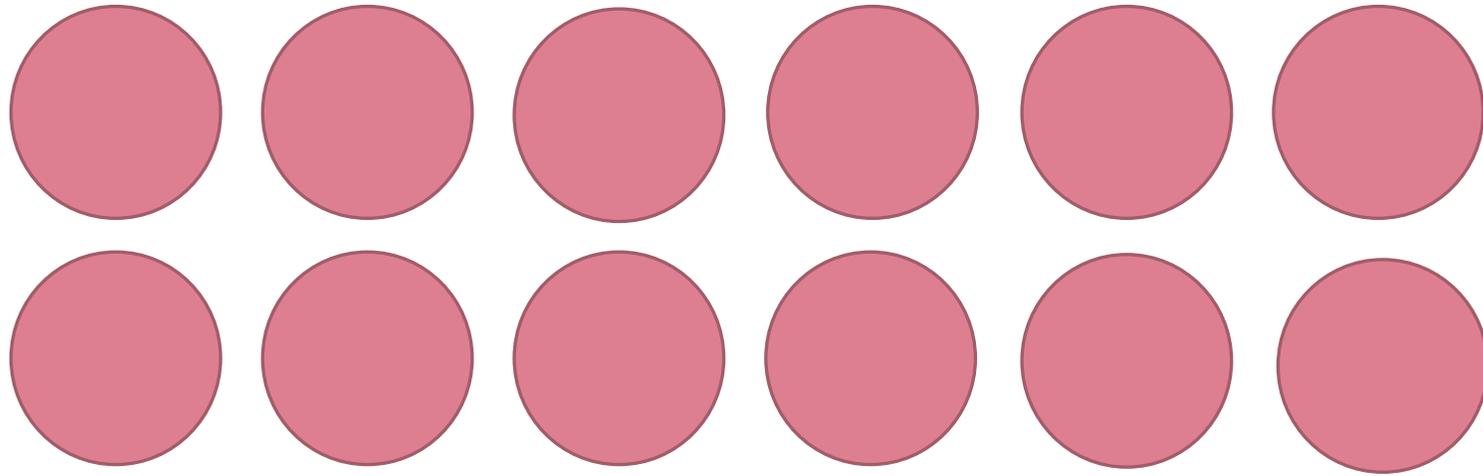
Alternative: **think-pair-SQUARE-share**

After they've shared their response, they join with another pair (to form 4, a "square") and share their answers again.

*Can choose to have students share their responses with the whole class.

speed dating

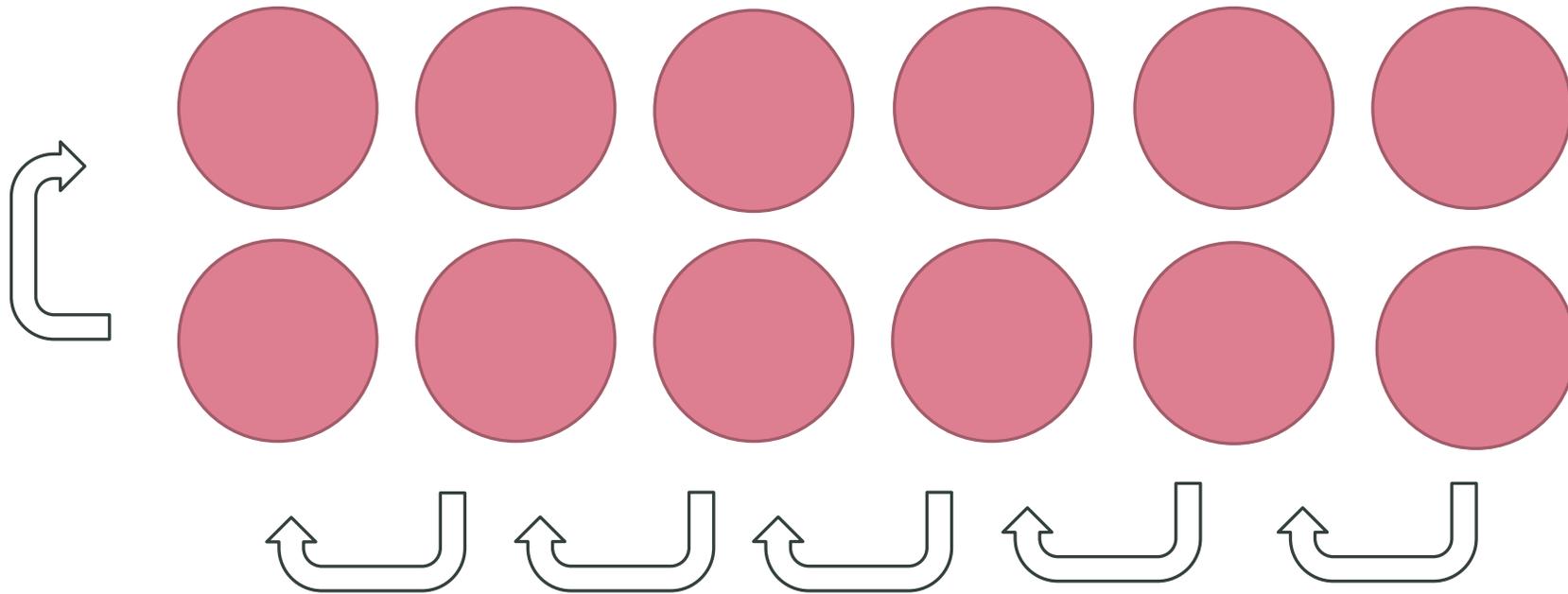
aka “inside-outside”



1. Arrange seats so that students are facing each other (or two circles).
2. Give students a topic and a time limit (e.g. 1 minute) to discuss with their partner.

speed dating

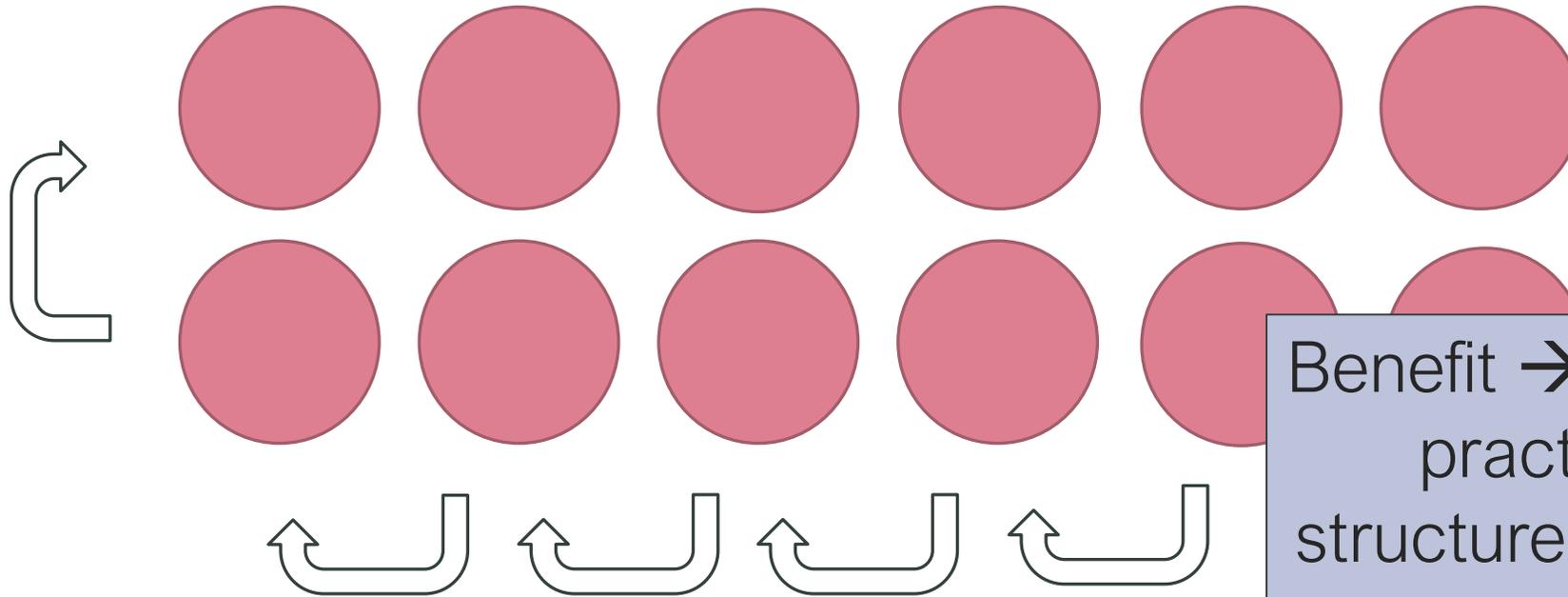
aka “inside–outside”



At the end of the time, students move one seat over and talk with a new partner.

speed dating

aka “inside-outside”



Benefit → students get practice using structures, vocabulary over and over again

Speaking Journal

Using an online platform (e.g. FlipGrid, VolceThread, GoogleDrive, OneDrive), assign a **weekly speaking journal assignment** where students respond orally to a prompt. Set a time requirement (e.g. 1 minute, 2 minutes)

Give them a list of suggested topics:

For example:

- What is your favorite Japanese holiday?
- Do you think summer or winter is better? Why?
- Who is your favorite sumo wrestler? Why?
- Describe your morning routine.



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Grade for:

- 1) duration of time
- 2) an appropriate and adequate response to prompt

Open-Ended Questions

In response to a reading or a video.

- "What did you think about..."
- Why do you think...?
- What would you have done if you were?
- In your words, what was the point of this reading/story?
- Do you agree/disagree? Why?

Open-ended questions encourage critical thinking.



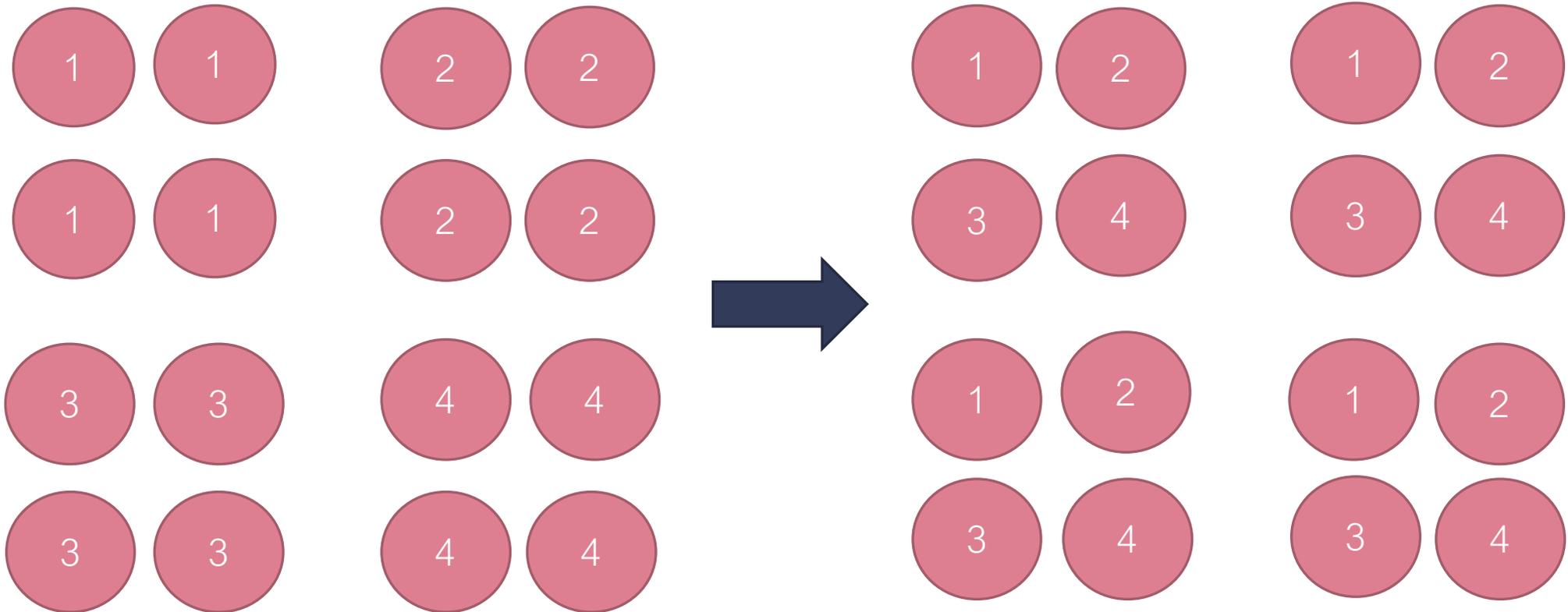
Speak to Understand

GENERAL SPEAKING ACTIVITIES

Jigsaw

1. Divide a reading/story into 4 parts.
2. Break class into groups of 4.
3. Each group is given one part.
4. They read independently and then discuss together.
5. Then the groups disperse amongst the others. Each person explains their part to the others.

Jigsaw



Jigsaw

(with Zoom Breakout Rooms)

1. Assign students into initial groups to discuss reading section.
2. Then reassign students into groups to teach others their section.

(Use the manual option for assigning groups → can be cumbersome.)



To sum up

- Know where your students are and plan from there
- Find a variety of ways for students to engage authentically
- Create chances for a great deal of practice

Questions?

References

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