

# Let Them Talk!

Making Speaking Activities Work in Every Classroom

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# Let Them Talk!

## Workshop Objectives

By the end of the session, we will:

- Understand *why* speaking is essential in language classes.
- Learn practical ways to include speaking tasks in your day to day lessons.

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## Reflection

1. What are the 4 language skills?
2. Which do your students practise most?
3. Why is speaking often neglected?

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## Why speaking is beneficial

Students strengthen their **grammar, vocabulary** and **pronunciation**.

Students improve their **fluency, accuracy** and **confidence**.

Students develop 21st-century skills, such as **collaboration, creativity, communication** and **problem-solving**.

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## Why speaking is beneficial

Teachers are able to **monitor and assess multiple learners** at once.

Teachers can provide **meaningful feedback** to students.

Speaking tasks help **keep students motivated and engaged** in lessons.

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I bambini sono motivati quando...

**riescono ad esprimersi**

Quando I bambini possono esprimersi con successo attraverso il linguaggio guadagnano fiducia in se stessi e una sensazione di soddisfazione: il linguaggio diventa uno strumento di comunicazione significativo e forte.

- Sarah Phillips, Young Learners

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I bambini sono motivati quando...

**interagiscono con i compagni**

L'interazione con altri bambini, motiva all'apprendimento, facendo realizzare ai bambini i loro bisogni sociali ed emotivi.

- Kathleen Kampa and Charles Vilina, "Building Fluency in Primary ELLs"

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**I bambini hanno bisogno di...**

**essere attivi**

**Ricerche hanno dimostrato che l'apprendimento e la memoria di lunga durata sono maggiori quando gli studenti sono impegnati cognitivamente nel processo di apprendimento.**

**- Pearson Education**

**L'apprendimento attivo sviluppa l'autonomia degli studenti e la loro abilità di apprendimento, aiutandoli a diventare studenti per la vita.**

**- Cambridge Assessment International Education**



# Let Them Talk!

## Challenges?

Time

Class size

Monitoring

Feedback

Behaviour and Noise

Seating plan and furniture

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## The KEYS to **SUCCESS**



**Before**

**During**

**After**

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## Setting up tasks **BEFORE**

1. Board the language structures students will need to be successful.

2. Set your expectations with clear instructions (procedure, noise level, pairings).

3. Model with a strong student.

# Let Them Talk!

## Setting up tasks **DURING**

1. Walk around and monitor students to provide support if needed.

2. Avoid too much correction now; allow the students to express themselves and complete the task – they will enjoy it more!

3. Take notes on common errors, as well as good language examples.

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## Setting up tasks **AFTER**

### **Content Feedback:**

Ask questions related to the task, focusing on the content rather than the language ("How many differences did you find?").

### **Language Feedback:**

- Board examples of common errors (keep it anonymous!) and correct them together.
- Praise examples of good language you heard.

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## Activity 1

A



Cambridge

English Qualifications

# Let Them Talk!

## Activity 1

Find the differences  
A1 Movers and A2 Flyers, Speaking Part 1

**A**



**Cambridge**  
English Qualifications

**B**





# Let Them Talk!

**A**



**B**



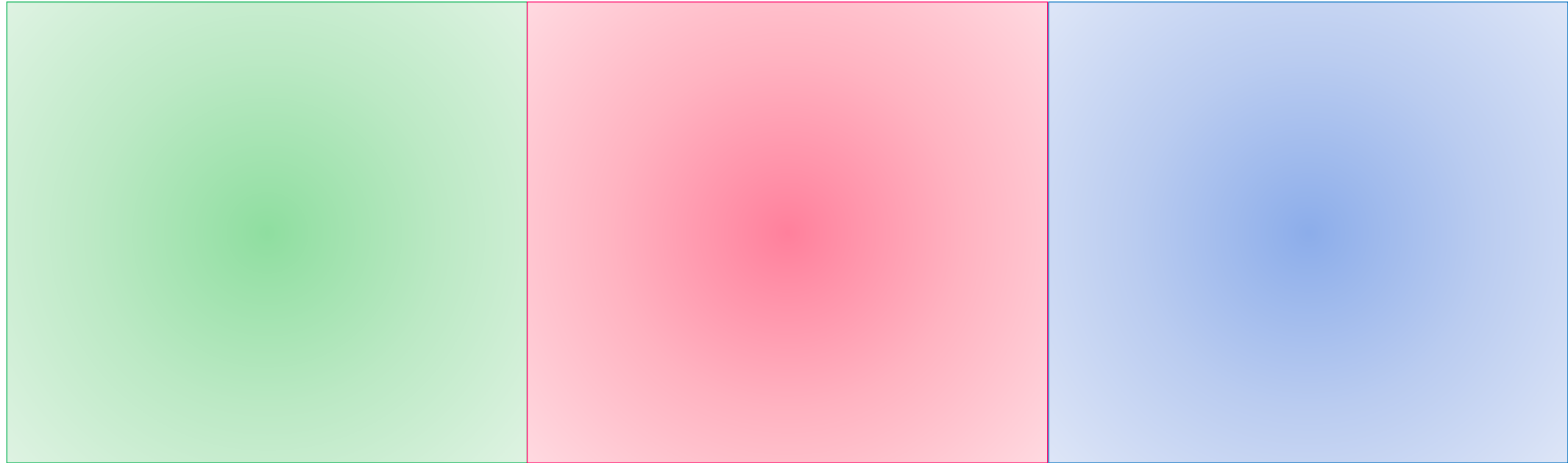


# Let Them Talk!

**Before**

**During**

**After**



**Skills Practised:** Active listening, turn-taking, communication, grammar, vocabulary

# Let Them Talk!

## Activity 2

**C** Write the correct question words after numbers 1–12. Ask your friends the questions!



How many   How much   How often   How old   What  
What time   When   ~~Where~~   Which   Who   Whose   Why   How

|       |  |
|-------|--|
|       | Your name .....  |
| Name  | Example ..... <u>Where</u> ..... do you live?                                |
| ..... | 1 ..... is your surname?   |
| ..... | 2 ..... is the cleverest student in this class?                              |
| ..... | 3 ..... did you come to school today?<br>Did you cycle?                      |
| ..... | 4 ..... birthday is in April?  |
| ..... | 5 ..... are you? 10? 11?   |
| ..... | 6 ..... did you get up this morning?<br>Seven o'clock?                       |
| ..... | 7 ..... work do you do on a tablet,<br>laptop or computer? Too much?         |
| ..... | 8 ..... people live in your house? Four?<br>Five?                            |
| ..... | 9 ..... is the best place to go? A museum,<br>a funfair or a music festival? |
| ..... | 10 ..... do you use apps? Every day?   |
| ..... | 11 ..... will you go home? Soon?   |

Fun for Flyers, 4° edition  
Cambridge University Press

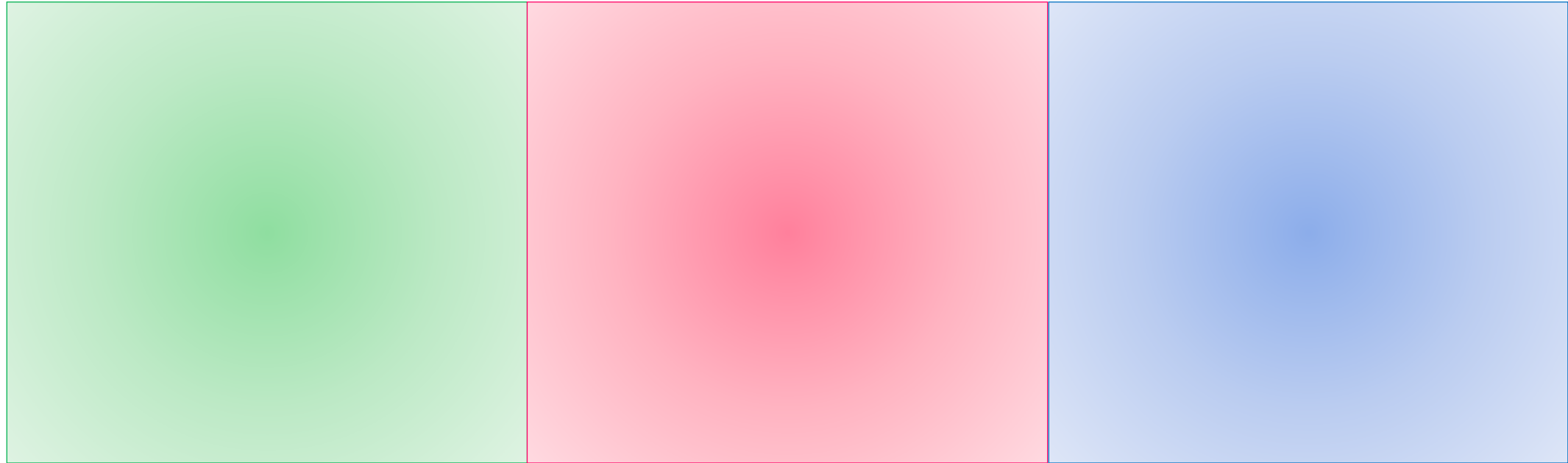
| Name  | Example ..... Where ..... do you live?   | Answer |
|-------|--|--------|
| ..... | 1 ..... What ..... is your surname?  | .....  |
| ..... | 2 ..... Who ..... is the cleverest student in this class?                                | .....  |
| ..... | 3 ..... How ..... did you come to school today?<br>Did you cycle?                        | .....  |
| ..... | 4 ..... Whose ..... birthday is in April?  | .....  |
| ..... | 5 ..... How old ..... are you? 10? 11?   | .....  |
| ..... | 6 ..... What time ..... did you get up this morning?<br>Seven o'clock?                   | .....  |
| ..... | 7 ..... How much ..... work do you do on a tablet,<br>laptop or computer? Too much?      | .....  |
| ..... | 8 ..... How many ..... people live in your house? Four?<br>Five?                         | .....  |
| ..... | 9 ..... Which ..... is the best place to go? A museum,<br>a funfair or a music festival? | .....  |
| ..... | 10 ..... How often ..... do you use apps? Every day?                                     | .....  |
| ..... | 11 ..... When ..... will you go home? Soon?  | .....  |

# Let Them Talk!

**Before**

**During**

**After**



**Skills Practised:** Active listening, turn-taking, communication, collaboration, grammar, vocabulary; the language is personalised



# Let Them Talk!

## Activity 3

### 48 Doing different things

Learner B  
Ask and answer questions.



Jack's first job

|                 |   |
|-----------------|---|
| Hobby           | ? |
| What/Jack's job | ? |
| How/go to work  | ? |
| Who/work with   | ? |
| How old/Jack    | ? |



Lily's first job

|                  |              |
|------------------|--------------|
| Hobby?           | snowboarding |
| What/Lily's job? | photographer |
| How/go to work?  | train        |
| Who/work with?   | uncle        |
| How old/Lily?    | 18           |

Learner A  
Ask and answer questions.



Jack's first job

|                 |               |
|-----------------|---------------|
| How old?        | 20            |
| Who/work with?  | older brother |
| What job?       | firefighter   |
| How/go to work? | motorbike     |
| Hobby?          | snowboarding  |



Lily's first job

|                 |   |
|-----------------|---|
| How old?        | ? |
| Who/work with?  | ? |
| What job?       | ? |
| How/go to work? | ? |
| Hobby?          | ? |

Fun for Flyers, 4<sup>o</sup> edition, Cambridge University Press

**Learner B**

Ask and answer questions.



**Jack's first job**

|                 |   |
|-----------------|---|
| Hobby           | ? |
| What/Jack's job | ? |
| How/go to work  | ? |
| Who/work with   | ? |
| How old/Jack    | ? |



**Lily's first job**

|                  |              |
|------------------|--------------|
| Hobby?           | snowboarding |
| What/Lily's job? | photographer |
| How/go to work?  | train        |
| Who/work with?   | uncle        |
| How old/Lily?    | 18           |

**Learner A**

Ask and answer questions.



**Jack's first job**

|                 |               |
|-----------------|---------------|
| How old?        | 20            |
| Who/work with?  | older brother |
| What job?       | firefighter   |
| How/go to work? | motorbike     |
| Hobby?          | snowboarding  |



**Lily's first job**

|                 |   |
|-----------------|---|
| How old?        | ? |
| Who/work with?  | ? |
| What job?       | ? |
| How/go to work? | ? |
| Hobby?          | ? |

# Let Them Talk!

**Before**

**During**

**After**



**Skills Practised:** Active listening, turn-taking, communication, problem-solving, grammar, vocabulary



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## Other activities

1. Small Talk – everyday questions to warm up (weekend, weather, hobbies).
2. Photo Prompts – describe, predict, imagine.
3. Would You Rather...? – choose & justify.
4. Don't Stop Talking – timed, uninterrupted speaking.
5. Something in Common – find shared facts.
6. Quick Role Plays – improvise real-life situations.



# Let Them Talk!

Integrando le capacità orali nelle nostre lezioni, offriamo agli studenti l'opportunità di sperimentare una comunicazione reale, esprimere pensieri ed emozioni, porre domande, negoziare e costruire relazioni.

- Cambridge University Press & Assessment

## Thank you!