Teaching Skills to YL: Speaking

MATEFL Summer event
AClass, Pembroke
2023
Getting started ...

• What is a speaking activity? Accuracy or fluency practice?

• What were you like as a teenager?

• What are some of the issues with doing speaking tasks with Teens?

• Which speaking activity do you love doing with teens? Recommend it to your group.
Teenagers?

- Teenagers vary from 13 to 18 years old.
- There is a number of important milestones that they go through.
- Not all teens are the same.
12 to 14 year olds

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.

Centre for Disease Control and Prevention (CDC) website/Child Development
15 to 17 year olds

- Have more interest in romantic relationships and sexuality.
- Go through less conflict with parents.
- Show more independence from parents.
- Have a deeper capacity for caring and sharing and for developing more intimate relationships.
- Spend less time with parents and more time with friends.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Centre for Disease Control and Prevention (CDC) website/Child Development
Looking deeper ...

13 – 14 year-olds
- Can recognize personal strengths and challenges
- Are embarrassed by family and parents
- Strive to be independent
- Are eager to be accepted by peers and to have friends
- May seem self-centered, impulsive, or moody

15 – 16 year-olds
- Don’t want to talk as much; are argumentative
- May appreciate siblings more than parents
- Narrow down to a few close friends and may start dating
- Analyze their own feelings and try to find the cause of them

17 – 18 year-olds
- Start relating to family better; begin to see parents as real people
- Develop a better sense of who they are and what positive things they can contribute to friendships and other relationships
- Spend a lot of time with friends
- Are able to voice emotions (negative and positive) and try to find solutions to conflicts

www.understood.org
13-14: What does this mean for speaking?

13 – 14 year-olds

- Can recognize personal strengths and challenges
- Are embarrassed by family and parents
- Strive to be independent
- Are eager to be accepted by peers and to have friends
- May seem self-centered, impulsive, or moody

Do
- Challenge them
- Allow them to make independent choices
- Allow them to mingle on their own terms
- Collaborate with others
- Be patient

Don’t
- Make them compete with each other
- Set them up to fail
- Allow them to look silly in front of their peers
- Get too personal
Activities for 13 – 14 year olds

Collaborative tasks with opportunities for independent thought and action

• Build a community
• Do project work
• Give road directions
Build a community

• In a group of 4 people – students must decide together on the task:

• On a piece of A3 paper, draw the outline of an island.

• On the island, draw: a river, a lake, a mountain and a forest.

• Draw a village.

• Decide who lives in the village and how they live their lives.
Project work: Music Lovers project

In groups: Ss divided into groups with different roles (Ss should be allowed to choose which group to join)

• **Group 1** – The Band: this group will create name for the band and backstories for each of the members, create the story of how they met and started the band, possibly write new lyrics to an existing piece of music/song, ...

• **Group 2** – the Managers (or the Publicists): the management team will create publicity for the Band, create posters of upcoming shows, draw the artwork or film a video to go with the song, ...
Project work: Music Lovers project

• **Group 3** – The Stylists: this group will create the ‘look’ of the band (real clothes lent by different class members with addition from a dress-up box or charity shop finds?), create a mood board for the band, organise the aesthetics of the video, ...

• **Group 4** – The Journalists: interview the band and write an article, review the song, create a ‘behind-the-scenes’ podcast by interviewing the stylists or the managers, ...
Road Directions

Screenshot a picture of the map of the school area.

Ss ask each other how to get from one place to another with 'conditions' e.g. The longest way, the shortest way, the way with the most street crossings, the way with the most left turns, ...

Ss then role play these with their partners using a dialogue prompt given by the teacher (always depending on the proficiency level)
15-16: What does this mean for speaking?

### 15 – 16 year-olds
- Don’t want to talk as much; are argumentative
- May appreciate siblings more than parents
- Narrow down to a few close friends and may start dating
- Analyze their own feelings and try to find the cause of them

### Do
- Introduce competition
- Allow them to choose their own interactions
- Allow them to think about feelings but not express them
- Be very fair

### Don’t
- Change the pairs/groups very much
- Get too personal
- Challenge them in front of their peers
Activities for 15 – 16 year olds

Competitive tasks which are fair and allow for Ss to make decisions.

• Alibi
• Hidden word
• Quizzes
Alibi

• Tell the class about a murder or robbery – make up a simple story.

• Choose 3 students to be ‘suspects’ – the wife, the son, the maid – making sure these are strong confident students. Divide the rest of the class into 3 groups of ‘Detectives’.

• Send the suspects out to prepare outside: they should choose who the real murderer is and organise a timetable of what they were all doing that evening.

• While the suspects are outside, the detectives in their groups decide what questions to ask.

• Bring the suspects in. Each group of Detectives must question one suspect; after 7 minutes, the suspect moves to a new group of detectives.

• When the groups of detectives have interviewed all the suspects, they should declare who the murderer is and how they committed the crime.
Hidden word

- Before the lesson prepare cards with random nouns: ‘duck’, ‘banana’, ‘tennis shoes’, ...
- Divide the class into groups of 4 or 5 students.
- Groups write down titles that they would be able to speak for 1 or 2 minutes about. Encourage the students to write titles which are broad enough to speak about for several minutes but not one-word titles (e.g. not ‘Music’; a better title would be ‘Music to listen to when studying’). At this point do not tell the students who will be speaking about their titles – that should be a surprise.
Hidden word

The game begins:

- Let the students know that the titles they wrote will be challenges for members of other groups. It is important to do a demo of this activity. Select one group and tell them that one of their members will be talking for 2 minutes (1 minute for weaker levels) about a topic chosen for them by another group. Allow them to choose who will speak.

- Ask another group to provide this speaker with a topic title from their list.

- Before the speaker starts speaking tell them that there is a twist...hand the speaker a random card from your prepared cards but tell them to keep this word a big secret from everyone (their own team should see the card). Tell the speaker that they will have to ‘hide’ the word somewhere in their 2-minute talk on the topic given to them. They are not allowed to change the word in anyway (except to make it plural). Give the whole team time to work on a strategy for how to hide the word. For example, the topic could be ‘my favourite hobby’ but the word might be ‘socks’ – let them know they do not have to tell the truth in their 2-minute talk.

- The job of the other groups is to guess what the hidden word is – it sounds impossible, but I have always found that the groups mostly guess correctly and it is a lot of fun. The teacher should keep score of which teams guess correctly. If no teams guess the word correctly, the team with the speaker wins the point. The turn then moves to a new team, a new title, and a new random word card.
17-18: What does this mean for speaking?

17 – 18 year-olds
- Start relating to family better; begin to see parents as real people
- Develop a better sense of who they are and what positive things they can contribute to friendships and other relationships
- Spend a lot of time with friends
- Are able to voice emotions (both negative and positive) and try to find solutions to conflicts

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<tr>
<th>Do</th>
<th>Don’t</th>
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<tr>
<td>• Introduce emotions</td>
<td>• Allow bullying</td>
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<td>• Allow them to look beyond themselves</td>
<td>• Let them get too comfortable in their groups.</td>
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<tr>
<td>• Encourage them to see the bigger picture</td>
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<td>• Be encouraging</td>
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Activities for 17 – 18 year olds

Personalised tasks which encourage Ss to explore relationships and culture.

• Share a photo
• 2 Truths and a Lie (individual or group version)
• Survey the class
Share a photo

- Allow Ss to use their phones. Ask the Ss to spend a few minutes looking through their photos and choose one photo to show another person.
- In pairs, they student should explain to their partner what the photo is and why it is significant.
- Change pairs and ask the students to do the exercise again with a new partner. Once they have changed partners several times, the teacher can ask Ss to tell the class about which photo was the most impressive/ the nicest/ the most surprising/ the one which they have a similar one of / ...
2 Truths and a Lie

• 3 ‘player’ students are asked to coordinate: 2 students will tell a fact about themselves which is true, one student will tell a fact which is a lie.

• As a whole class activity, the rest of the students (in groups) question each of the ‘players’ about their facts. The ‘players’ who are telling the truth must continue to tell the truth; the ‘player’ who is lying must continue to lie. This is generally done with the ‘players’ at the front of the class, and a representative from each group calling out the groups’ questions.

• After around 7 - 10 minutes the teacher stops the questioning. Each group must now decide which ‘player’ is telling the lie. Each group is only allowed one guess.

• It is best when the game is only played once – do not try to let everyone have a turn to be a ‘player’ as the game can become tedious.
Survey the Class

- In groups, Ss can decide on a topic to survey the class (or another class) about. Each group might choose a topic of their own choice, or a general theme can be chosen for the class.

- They will need to write around 5 - 10 questions about the topic and prepare a grid to fill in. The teacher should monitor and correct the questions. If there is a general class theme the questions should be different i.e. a different aspect of the topic should be investigated by the different groups. Each member of the group should have a copy of the question grid and should organise how and who they will question.

- Once they have gathered the survey information, encourage the group to analyse the data and prepare a presentation. If you have access to computers, the data can be put into a spreadsheet, graphs can be created, pictures can be sourced and then information transferred to a PowerPoint.

- Groups should be encouraged and given time to rehearse their presentations and to organise the logistics of a group presentation (who speaks first, how long does each person speak for, ...).
Thank you for listening

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