

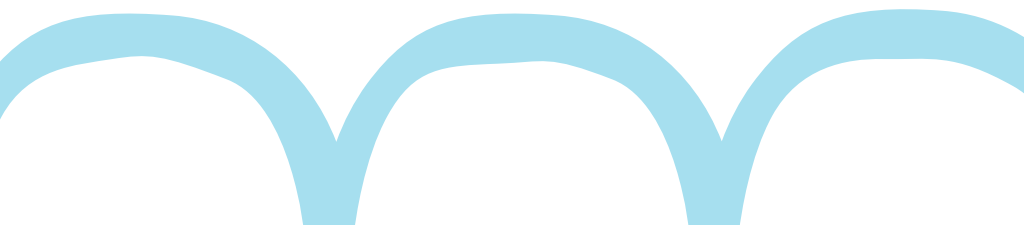
Teacher Toolkit for English Oral Production



A decorative graphic at the top of the page. It features a light green, trapezoidal banner with a red, three-petaled flower-like shape on the left side. A light blue curved line enters from the top left and curves around the flower.

Welcome!

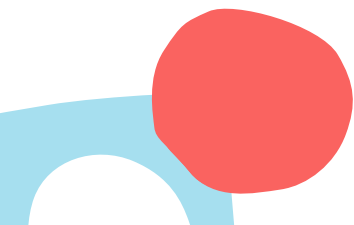
The panorama of dynamic teaching tools and techniques is steadily changing. Our connected world and technological advancements have created exciting new opportunities for educators. It is easier to include authentic resources, gamify learning, teach 21st century skills and engage students. We hope that you will find this toolkit useful as you are planning instruction and searching for creative ways to maximize student learning. Thank you for your dedication and commitment to continuous improvement.

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What is Spoken Production and Spoken Interaction?

Spoken Production and Spoken Interaction have many similarities but key significant differences.

- **Spoken Production:** the content has been practiced and polished. Examples of spoken production tasks are narratives, descriptions, debates, presentations, and public service announcements.
- **Spoken Interaction** always includes more than one speaker, must include at least one unplanned (though predictable) variable. While it has been practiced, it is not polished. Examples of spoken interaction tasks include conversations, discussions, role plays, collaborative problem solving.



Spoken Production and Spoken Interaction in action

The task may be the same. Below is an example of how a task may be designed for spoken production or spoken interaction.

Task - After completing a unit on Costa Rican artists, your class went to a (virtual) art museum. Describe a piece of art that caught your attention.

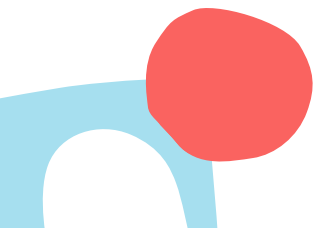
1. **Spoken Production:** the student discovers a unique piece of art to describe. They create a presentation and share this with the class. There is minimal language on the slide/whiteboard, just key words. They use the language learned in class to describe the artwork, make connections, explain their reaction, etc. The student is evaluated on proficiency according to a rubric which includes planning, compensating, monitoring and repair.

Preparation: Students must be taught to effectively use modern research tools. This includes how to search for sources, how to cite sources, and how to create original content. The use of AI or translators should be avoided. Encourage students to write with "their authentic voice" and teach the use of electronic dictionaries. The student will write various drafts with feedback from the teacher on content, organization, and mechanics. Encourage the student to use language that is comprehensible to most students and only use technical or dictionary words when necessary for the message.

Presentation: as a variation, the student may speak to a small group and rotate stations to present to a new group. The teacher circulates and assesses the students. After the students have completed each group rotation, a set of new presenters begins. The advantages to this method are that it is more time efficient, the listeners remain more engaged, and the speaker feels more comfortable presenting to a small group of students. There should be a follow-up task for the listeners: an evaluation of the speakers, a summary of one presentation, a Q and A session, etc.

1. **Spoken Interaction:** small groups may have photocopies of art images face down on their desks or the teacher may show the images one by one to the whole class from a projector. One image is randomly selected, and the students begin a discussion about the image: describing it, making connections, explaining their reaction, etc. The student is evaluated on proficiency according to a rubric which includes taking the floor, cooperating, and asking for clarification.

Preparation: Students should be encouraged to use their handouts/notes on conversational phrases to keep conversations going, express interest, agree and disagree, asking questions, open and close dialogues, etc. Depending on if the task is formative or summative, students may also use classroom notes related to describing a piece of art. The expectation is that there will be errors, pauses, self-corrections in spoken interaction. It is never practiced and perfect.



Useful Conversational Phrases

Starting a Conversation

- Hi! Let me introduce myself. / My name's _____.
- What's your name?
- Excuse me- Have you got a minute?
- Excuse me, please.
- Can you help me / tell me _____.

Ending a Conversation

- It's been nice talking to you.
- Bye.
- I'm sorry. I've got to go now.
- See you later. Take care.

Checking for understanding Speaker

- Do you know what I mean?
- Do you understand?

Listener

- I'm sorry, did you say _____?
- I'm not sure I understand.
- Are you saying that _____?
- Do you mean _____?

Managing the Conversation

Interrupting

- Sorry, to interrupt you but . . .
- I have a question.
- Could I just say something?

Changing the topic

- Anyway...
- By the way...
- Did you know / Have you heard...

Restarting the conversation

- Anyway...
- What was I saying?
- To get back to what I/we was/were saying..

Continuing the conversation

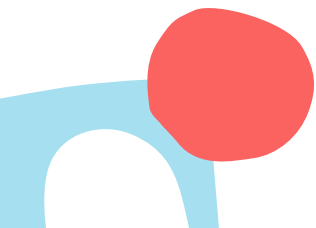
- So, as I was saying...

Agreeing with the speaker

- Right.
- I know how you feel.
- I (totally) agree.
- Yes/Yup

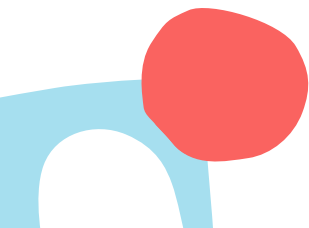
Disagreeing with the speaker

- Hmmm.
- (Well) I don't know. / I'm not sure.
- I (totally) disagree.
- (I'm afraid) I can't agree.



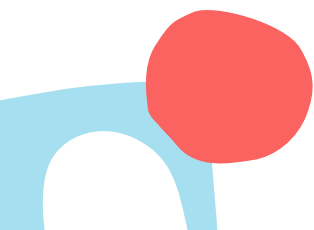
Teaching Techniques to Promote Spoken Production

- 1. Socratic Seminar:** Conduct a structured discussion where students actively participate, ask questions, and respond to each other's ideas, promoting critical thinking and deepening understanding.
- 2. Four Corners Debate:** Create four corners in the classroom, each representing a different viewpoint or opinion on a topic. Students move to the corner that aligns with their position and engage in small-group discussions before reporting back to the larger group.
- 3. Panel Discussion:** Assign students specific roles or perspectives to represent in a panel discussion format. They prepare their arguments, engage in respectful debate, and respond to questions from the audience.
- 4. Presentation tasks:** Assign students individual or group presentations on a chosen topic, allowing them to plan, organize, and deliver a coherent oral presentation.
- 5. Collaborative problem-solving:** Present students with authentic problems or challenges that require collaborative brainstorming, decision-making, and oral communication to find solutions.
- 6. Transactional role-plays:** Create scenarios that simulate real-life interactions, such as ordering food at a restaurant, making a hotel reservation, or conducting a job interview.
- 7. Dialogues and scripts:** Provide students with dialogues or scripts and have them practice and perform the dialogues, focusing on pronunciation, intonation, and natural spoken language patterns.
- 8. Simulations:** Create simulated real-life situations, such as a mock press conference or a group project meeting, where students can practice using the target language in an authentic context.
- 9. Debate tasks:** Assign students debate topics or controversial issues, guiding them through the process of formulating arguments, supporting claims, and engaging in structured debates.
- 10. Storytelling:** Students or student groups create, and share stories developed from a variety of prompts or with a variety of tasks, i.e.: that include certain words, writing only 5 words on the board to help them remember details, etc.
- 11. Project-based learning:** Assign students long-term projects that require research, collaboration, and presentation of their findings to develop language skills and autonomy.



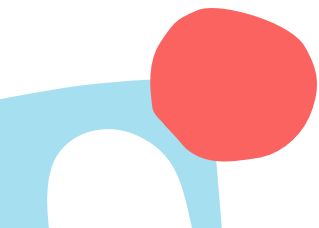
Teaching Techniques to Promote Spoken Interaction

- 1. Information gap activities:** Design tasks that require students to exchange and gather information through interaction, such as surveys, interviews, or role-plays.
- 2. Collaborative problem-solving:** Assign tasks that require students to work together to solve problems or complete a task, fostering interaction, critical thinking, and decision-making.
- 3. Language games:** Incorporate interactive language games, such as "Two Truths and a Lie," "20 Questions," or "Role-switching Dialogues," to encourage spoken interaction and engagement.
- 4. Dialogue building:** Provide students with sentence prompts or cues and have them work in pairs or small groups to build dialogues, promoting interaction and practicing conversational skills.
- 5. Dictogloss:** Read a short passage or dialogue aloud, and have students work in pairs or groups to reconstruct and retell the text collaboratively, promoting interaction and negotiation of meaning.
- 6. Reflective discussions:** Allocate time for students to reflect on their learning, engage in peer feedback, and discuss their strengths, challenges, and strategies for improvement.
- 7. Role reversal:** Have students switch roles or perspectives during conversations or debates, challenging them to consider alternative viewpoints and engage in more dynamic interactions.
- 8. Storytelling:** Students or student groups can create, and share stories developed from a variety of prompts or with a variety of tasks, i.e.: that include certain words, writing only 5 words on the board to help them remember details, etc.
- 9. Peer teaching:** Encourage students to teach and explain concepts to their peers, promoting deeper understanding and reinforcing their own knowledge.
- 10. Task-based learning:** Design activities that simulate real-life tasks, such as planning a trip or solving a problem, to promote language use in meaningful contexts.
- 11. Jigsaw activities:** Divide a reading or listening text into sections, assign each section to different students or groups, and have them share and discuss their findings to complete the puzzle.



eLearning Tools for the Language Classroom (free)

1. **Kahoot!** - Kahoot! is a popular platform that allows teachers to create interactive quizzes, discussions, and surveys to engage students. It offers a fun and competitive learning experience. Website: <https://kahoot.com/>
2. **Quizlet** - Quizlet is an online learning tool that enables teachers to create flashcards, quizzes, and games to help students study and review vocabulary, concepts, and other subject-specific content. Website: <https://quizlet.com/>
3. **TED-Ed** - TED-Ed is an educational platform that offers a wide range of animated lessons and talks on various topics. Teachers can use these resources to engage students and spark discussions. Website: <https://ed.ted.com/>
4. **Storybird** - Storybird is a platform that allows teachers and students to create and share visual stories and poems. It promotes creativity and language skills development. Website: <https://storybird.com/>
5. **Khan Academy** - Khan Academy offers a vast library of educational videos and interactive lessons across different subjects. It can be used as a supplementary resource to support classroom instruction. Website: <https://www.khanacademy.org/>
6. **National Geographic Kids** - National Geographic Kids provides educational articles, videos, quizzes, and interactive activities on several topics, including animals, science, geography, and culture. Website: <https://kids.nationalgeographic.com/>
7. **LyricsTraining** - LyricsTraining is an interactive platform that helps students improve their listening skills through music. Users can listen to songs and fill in the missing lyrics, providing an engaging way to practice listening comprehension. Website: <https://lyricstraining.com/>
8. **Quizizz** - Quizizz is a popular platform that allows teachers to create interactive quizzes, including language-related quizzes, to engage and assess students. It offers a game-like experience with competitive elements and real-time feedback. Website: <https://quizizz.com/>
9. **Wordwall** - Wordwall is a versatile platform that enables teachers to create interactive learning activities, including word games, quizzes, and flashcards. It offers a wide range of game templates that can be customized for language learning. Website: <https://wordwall.net/>
10. **Gimkit** - Gimkit is an interactive quiz game that can be used to review and reinforce language skills. Students earn points by answering questions correctly and can spend their points on in-game upgrades and power-ups. Website: <https://www.gimkit.com/>
11. **Flip** - Flip is a video discussion platform to create safe online groups for students to express their ideas asynchronously in short video, text, and audio messages. Website: <https://info.flip.com/en-us.html>



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"Encendamos juntos la luz"