

Teaching Public Speaking in Schools

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Why teach Oracy and *Public Speaking*?

92% of teachers think school closures (due to Covid-19) have contributed to a widening of the word gap.

Oxford Language Report (2020)

International evidence from Belgium, Holland and the USA is consistent in showing overall **progress gaps** and attainment gaps **for disadvantaged pupils**.

EEF Best evidence on impact of Covid-19 on pupil attainment (2021)

“Two years of the covid-19 pandemic have caused a substantial learning deficit, equal to about 40% of what a student learns in a school year, which appeared immediately, at the beginning of the pandemic and still persists today.”

A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning

Bastian A. Betthäuser, Anders M. Bach-Mortensen, Per Engzel
Disuguaglianze di Salute (2022)

“Half of the teachers reported a general loss of learning in the class (55.3%), 1 out of 4 noticed the emergence of psychological disorders in at least one case among their students.”

Save the Children (2022)

What's the big deal?

control
fluency
& pace

convey
meaning

project voice
&
vary tone

gesture,
posture,
eye contact

manage time

liveliness
& flair

organise
content

appropriate
vocabulary

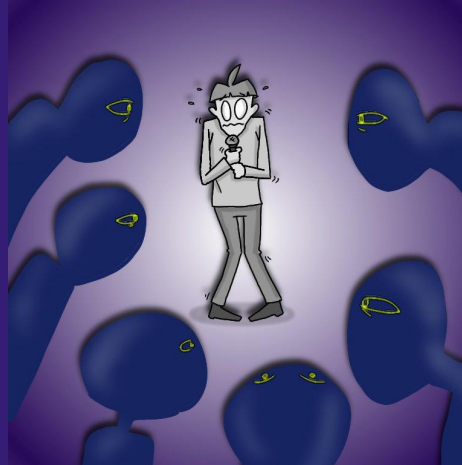
display
self-assurance

use rhetorical
devices

FICTION

1. It affects just you because you are **inadequate & not sociable**.
2. Only affects people who **give speeches to large audiences**.
3. This is not a common problem. **Not a serious phobia** at all.
4. "Glossophobia **doesn't impact my life negatively**. I don't need to present at a conference!"
5. Articulation and oratory are natural gifts; can't be taught or learned.

GLOSSOPHOBIA



FACT

1. No. It's one of the **most common phobias**. Many fear embarrassment, judgement etc
2. Nervousness & anxiety can occur in **oral tests, group work, presentations and even job interviews**
3. **75% of people experience anxiety in public speaking**. Only death and snakes are scarier, for some people
4. It **affects everything**: school, work, social relationships
5. Oracy can **CERTAINLY** be taught and learned by everyone at any age!!!

Creating opportunities for *all*

Through training in public speaking, all students have opportunities to:

- encounter presentational talk without anxiety
- explore and become passionate about a variety of topics
- develop deeper knowledge of topics
- reveal a different side of their character
- feel empowered as they find their voice
- realize that their ideas are worth listening to

Public speaking - Presentational talk

'...in presentational talk the speaker's attention is primarily focused on adjusting the language, content and manner to the needs of an audience...'

Prof. Douglas Barnes, 1992



What does *Public Speaking* look like in schools?

- Group discussions
- Answering teacher (sharing info)
- Oral tests
- Presentations in class
- Debates
- Presentations at events
- School events (open days, plays, fairs)



Exploring Talk in School, Mercer, Hodgkinson 2008

Oracy for *Public Speaking*

Learning to talk

How to be a better speaker and interest people with **how** you're talking



In order to deliver interesting and captivating speeches, students **must be taught the conventions of Public Speaking.**

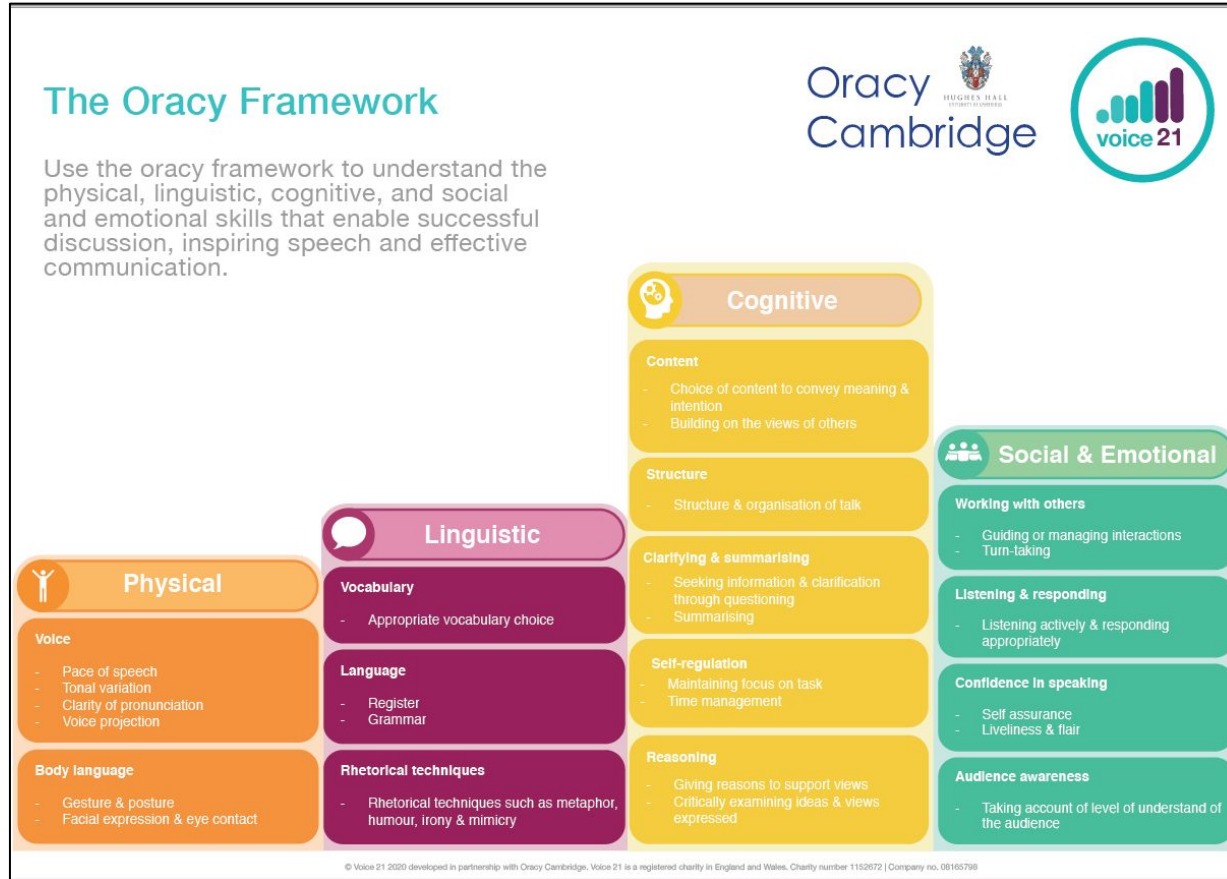
Learning through talk

How **talking and thinking together** gives you better writing, & better understanding of key concepts



By exploring the subject of their speech in depth, deciding what content to share and how best to present this to an audience, **students are also deepening their understanding of the subject at hand.**

The Oracy framework in Public Speaking





Physical Strand

- **Varies their voice**
 - (e.g. clarity of voice, tone, volume, pace and emphasis, pauses for effect)
- **Uses hand gestures and facial expressions to support what they are saying**
- **Uses the space confidently**
 - (e.g. posture, movement)

What's the emotion?

“To be, or not to be, that is the question”



Angry		Worried		Afraid	
Excited		Confused		Thoughtful	
Upset		Delighted		Tired	

Modelling

- Jack Petchey's Speak Out Challenge
- BookTok
- Ted Talks by brilliant kids and teens
 - Thomas Suarez - A 12-year-old app developer
 - William Kamkwamba -How I harnessed the wind
- English Speaking Union (ESU)
 - Public Speaking Competitions
 - Debating Competitions
 - Performing Shakespeare
- Famous Names
 - Amanda Gorman
 - Greta Thunberg
 - Barack Obama
 - Michelle Obama
 - Steve Jobs
 - J.K. Rowings



A whole body affair...

Physical strand

Voice:

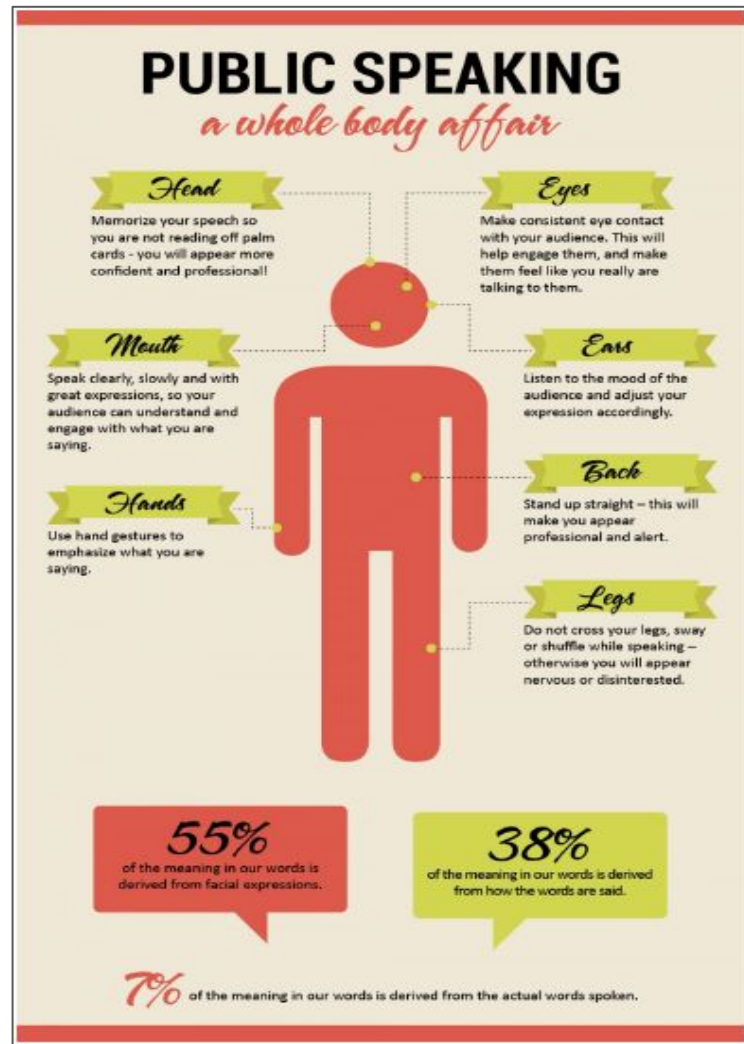
- pitch
- tone
- volume

Body:

- hand gestures
- stage presence

Social & Emotional strand

- self-confidence
- impact on audience





Linguistic Strand

- Uses unusual, powerful or emotive language
- Uses rhetorical devices
 - (e.g. rhetorical questions, metaphors, lists of three)

Elevating vocabulary

“But what leaps out from the case studies ... is the significant impact of the word gap on children’s mental health – on their confidence, their social skills, their ability to form relationships and engage in even very basic conversation. These impacts of the word gap will have been exacerbated for many children over the last 18 months and it is vital that we act to help these children acquire the words they need to thrive within and beyond school.”

Andrea Quincey, Director of Primary Literacy, OUP

“Knowing when and how to use the right words is key in life, not just in school. Whether rightly or wrongly, your spoken and written vocabulary defines you, shapes you, even controls you. Every exam, every social interaction, every job interview, every life chance can come down to word choice. And as these case studies show, vocabulary cannot be something ‘other’ in schools, it’s not a nice to have, as if it isn’t in life beyond school. And as these case studies outline, helping students develop their vocabulary, whether spoken or written, requires a whole-school approach.”

Lionel Bolton, Head of Secondary English, Languages and Humanities, OUP

Vocabulary Vault

Rosa Parks	Malala	Nouns	Adjectives	Verbs
activist	human rights	respect	heroic	enthuse
bus	Pakistan	legend	brave	stand
boycott	education	hardship	plucky	demonstrate
segregation	Islam	challenge	radical	protest
different	multilingual	story	enlightened	convince
NAACP	Taliban	pioneer	unwavering	defy
arrested	women	equality	unsung	accomplish
appeal	shot	adversity	valiant	survive
symbol	survivor	integrity	veracious	struggle
freedom	Nobel Peace	resilience	honest	persist

Vocabulary Ninja: Mastering Vocabulary
– Activities to Unlock the World of
Words, Jennings, 2019

Word of the Day



(1) **charity** / (2) **a charity**

Word Class:

noun

Definition:

- (1) the giving of money, food or help to people in need
- (2) a non-profit organisation

- (1) I gave my old clothes to **charity**.
- (2) UNICEF is **a** children's **charity**.

Synonym:

- (1) aid, welfare
- (2) a trust, a foundation, a fund

Antonym :

- (1) - (not donating)
- (2) a lucrative business

Talking point:

Giving to charity is a waste of money.

Task:

Use the *Word of the Day* in three sentences, as the first, second and last word of the sentence.

1 A charity is a non-profit organisation that helps people in need.

2 Local charities are working together to hold a fundraising event.

3 Have you ever donated anything to **charity**?

Sentence Stems (starters)

Sentence stems:

- help students **ask/answer** in the form of a **complete sentence**
- are **scaffolds** for all learners at all levels
- help students focus on **their ideas** as **take pressure off** how they should formulate their questions/responses



Generic stems for presentations

1 Warm greeting

- *Hi everyone, it's great to be here.*
My name is...

2 Memorable beginning

- *Did you know/realise that...*
- *I'm going to start with a little story about...*
- *.... has commented that...*

3 Clear introduction

- *The focus of my talk today is...*
- *Today I'm going to talk about...*
- *... is important because...*
- *I'll focus on,and*
- *My talk is in ...parts.*
- *First I'll talk about..., then...*

4 Organised body

- *So the first point is....*
- *The next point I want to make is...*
- *Lastly, I want to cover the question of...*
- *This graph/table/chart shows...*
- *Similar research indicates...*

5 Succinct Closing

- *To summarise...*
- *My three main points have been...*
- *The main message of today is*
- *Further research is needed to...*

Speak like a specialist

- Use subject specific vocabulary
- Use sentence stems
- Raise students awareness
- Become flexible, resilient communicators

	Talking like a Computer Scientist Sentence Stems	
• I liked / I disliked... • I think that... • I made this model because...		
• The purpose of my product is ... • In my opinion, I feel that I can improve this by... • I believe this programme is (good / bad) because • I found the process / skill of ... the most challenging because...		
• Based on my design criteria, I believe ... • I believe this was ambitious because... • You could improve this product by...maybe you could try... • I used the process / skill of because ... • I can transfer the skill of... to ... • The problems I faced were.... I overcame these by... • I believe the strengths / weaknesses are evident in the...		
• Based on the design brief I have been presented with.... • In my opinion, the success of this product was... However, ... • Possible improvements may include... • This product has met / has not met the brief because ... • Alternatively, I believe the product would be more suited to... • I have come to the conclusion that... • The evidence / facts lead to... • The computer aided design helped me to... • To create my product, it was essential to understand... • When I began to critique my product, I found that... • The functional properties, which I am proud of, are...		

The Hook



A quote

'The key to success is failure.' Michael Jordan

"What if..."

What if you could stop time whenever you wanted to?

"Imagine" scenario

Imagine jumping out of a skydiving plane and discovering your parachute doesn't work. What memories would flash before you?

*Now imagine the parachute opened.
How differently would you act when you landed?*

A rhetorical question (or three)

*Who wouldn't want to live on an exotic island?
Who wouldn't want to own the house of their dreams?
Who wouldn't want to travel all over the world?*

A statistic

Statistics show that 70% of cats spend their lives sleeping!



Cognitive Strand

- Chooses a topic they are able to talk about in detail and in-depth
- Gives developed reasons for their opinions
- Structures their speech clearly
 - (e.g. beginning, middle and end;
 - a circular structure which returns to an idea from the start)

Spark Speech Topics

- 1 Teaching Grandma to Use a Smartphone
- 2 How to Survive a Zombie Apocalypse
- 3 If Time Travel Were Real
- 4 A Much-Needed Invention
- 5 Why I Love/Hate Vampires
- 6 Three Things I Can't Live without
- 7 The Best Advice I Ever Got
- 8 Best Pasta Dish
- 9 My Biggest Fear
- 10 If I could eat only one food for the rest of my life
- 11 The worst super power
- 12 The most annoying thing my Mum/Dad ever did



Feedback on Ideas Chart

- Group discussion on topics
- Exchange of ideas
- Completion of Chart
- Reflection and final choice

Name: _____

Ex. 1 Discussion and feedback on research / ideas

You now have some ideas written down. It is important to 'talk it out'. Talk is an important part of our thinking process. You will be organized into cooperative groups. Your job is to:

- Choose one idea to share with a partner. Talk about that idea for about 2 minutes. Have them ask you some questions or ask for more information.
- Listen to your partner's idea. Ask them questions or ask for more information.
- At the end, fill in the **Feedback on Ideas chart**.

1. As you listened to your classmates' ideas, which one caught your interest the most and why? _____

2. How did other classmate's questions and comments help you formulate your ideas more clearly? _____

3. How did listening to other classmates' speech ideas help you with your speech ideas? _____

4. As you were talking, which of your ideas appealed to you the most? Why? _____

5. Which of your ideas would you like to expand into a speech or did you come up with a brand new idea? Explain in detail.

Writing plan and template

	PLAN YOUR SPEECH
Introduction (Grabs the attention of the listener) Use a quote, ask a question, or give interesting facts.	
Paragraph One (Present ideas, facts, thoughts, and evidence to support your topic.)	
Paragraph Two (Present ideas, facts, thoughts, and evidence to support your topic.)	
Paragraph Three (Present ideas, facts, thoughts, and evidence to support your topic.)	
Conclusion Restate you main idea and topic. Answer any questions you have asked in the speech. Summarize what you have shared. Leave the listener with a thought provoking question, interesting facts, or a quote.	
Get the attention of the audience. Think about the purpose of your speech. Who is the audience?	

	PLAN YOUR SPEECH
Introduction _____ _____ _____	
Paragraph One A _____ B _____ C _____	
Paragraph Two A _____ B _____ C _____	
Paragraph Three A _____ B _____ C _____	
Conclusion _____ _____ _____ _____	



Social and Emotional Strand

- Makes a connection with their audience
 - (e.g. by linking to their shared experiences)
- Speaks with confidence and passion
 - (e.g. makes strong eye contact)
- Takes risks
 - (e.g. uses humour, surprises)

Interlinked strands



- The Hook:
 - makes a connection with the audience (linguistic, cognitive, social & emotional)
- Body language:
 - makes a connection through eye contact (physical, social & emotional)
- Sarah Kay's poem *Love Letter from Toothbrush to Bicycle Tire*:
 - takes risks with humour, language - impactful (linguistic, cognitive, social & emotional)

Checklist

- Prepare
- Write
- Practise
 - Voice
 - body
 - timing
- Presentation for feedback
- Presentation

Recanati Oracy - Presentation Checklist

1 PREPARE

- ☐ Choose your topic
- ☐ Do some research
- ☐ Discuss your ideas with your group in class
- ☐ Offer feedback to other members of group
- ☐ Choose your best ideas

2 WRITE

- ☐ Write your speech (1st draft)
- ☐ Ask a friend / family member to read it
- ☐ Correct and make any changes to it (2nd draft)
- ☐ Prepare note cards (if you need them)

3 PRACTISE

Practise reading it out loud and check:

- Voice

- ☐ volume
- ☐ tone
- ☐ pauses
- ☐ speed

- Body

- ☐ posture
- ☐ eye contact
- ☐ gestures

- Timing

- ☐ time yourself in front of someone



4 PRESENT for feedback

- ☐ Record and send to a friend
- ☐ Practise with the feedback
- ☐ Present to the class
- ☐ Make any changes needed and new note cards

5 PRESENTATION

- ☐ Present (remember name and class)
- ☐ Give you presentation
- ☐ Thank people for listening

NB: Practise, practise, practise!

A framework for presentations

PHYSICAL

Projection, Gesture

- How are you using your face?
- How are you using your voice?
- How are you using movement and gesture?
- Is pitch, tone and rhythm of voice varied?
- Do gestures and body language support what is being said?
- Are you in control of your voice and movement?

COGNITIVE

Thinking, Collaborating, Questioning

- Is there a strong argument?
- Have you made clear points backed up with evidence?
- Have you presented complex arguments clearly?
- Do you have a clear beginning, middle and end?

LINGUISTIC

Vocabulary Acquisition, Lexical Choice

- Does the speech have precise language?
- Do you use formal or informal language?
- Is there a range of appropriate vocabulary?

EMOTIONAL

Audience, Engagement, Pathos

- Are you making an impact on the audience?
- Is the speech given with energy and 100% commitment?
- Are you connecting with the audience?
- Have you taken risks (i.e. using humour, surprise) in your speech?



Padlet with sessions slides and materials

[https://padlet.com/smhowell/
tesol-2024-public-speaking-
howell-kester-yzfe4q2bk6e7
cgkt](https://padlet.com/smhowell/tesol-2024-public-speaking-howell-kester-yzfe4q2bk6e7cgkt)



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