



TESOL Best of Affiliates 2023

What is Oracy? Why Teach it in Schools?

Sarah Howell & Lisa Kester-Dodgson

TESOL International Convention 2023 - Portland, USA

Best of Affiliates TESOL 2023



English for Specific
Purposes (ESPIS)
an interest
section of
tesol
international
association



TESOL
italy



TESOL
UKRAINE



TESOL Italy *with* TESOL Ukraine

*Sharing Contexts
Across Cultures*

Joint Webinars

5th Meeting
May, 17th - 7.00 pm (Ukrainian time)
It's only words: why oracy is important



Sarah M. Howell



Neil Mercer



Lisa Kester-Dodgson

***Come and join us to support the
Ukrainian ELT community!***

Link to Zoom:
<https://us04web.zoom.us/j/8576070872?pwd=N21TNnNDNjRlYmFhYU5EdldXVlMzE3dz09>



Session Padlet



<https://tinyurl.com/22fcskrr>



On oracy...

“Classroom talk is not merely a conduit for the sharing of information, or a means for controlling the exuberance of youth; it is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge.”

Neil Mercer (Oracy Cambridge)



Oracy Project - Recanati

School

- Upper Secondary school - Recanati, Italy
- Classes :
 - 2nd year linguistic,
 - 1st year scientific

Timing

- After first lockdown
 - *Schools back 50% in class + 50% online
- Second term

Teaching staff:

- 3 class teachers (2 in class, 1 online)
- 2 Oracy Leads



<https://liceorecanati.edu.it/la-sede-di-via-aldo-moro/>



Phases of project

Phase 1 Introducing Oracy to the Project Team	Phase 2 Introducing project to students	Phase 3 Scaffolding Exploratory Talk	Phase 4 Scaffolding Presentational Talk	Phase 5 Spark Speech Day	Phase 6 Results/ Reflections/ Action
• Introducing Oracy • Teacher benchmarks • School benchmarks • The Oracy Framework • Defining project objectives	• Attitudes towards talk • Oracy Framework	• Vocabulary • Discussion Guidelines (Talk Rules) • Oracy Framework • Talk Tactics • Talking Points • Talk Detectives	• Attitudes, feelings about speaking in public • Awareness of presentational talk • Modelling • Speechmaking • Active listening	• Topic research / writing • Practising in different contexts • Spark Event	• Student reflections • Teaching team reflections • Forward planning • Sharing • CPD/Training



Introducing *Oracy* to the Project Team

Phase I

Oracy impacts our students' lives in multiple ways...:



Oracy increases confidence, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen



Oracy improves academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding



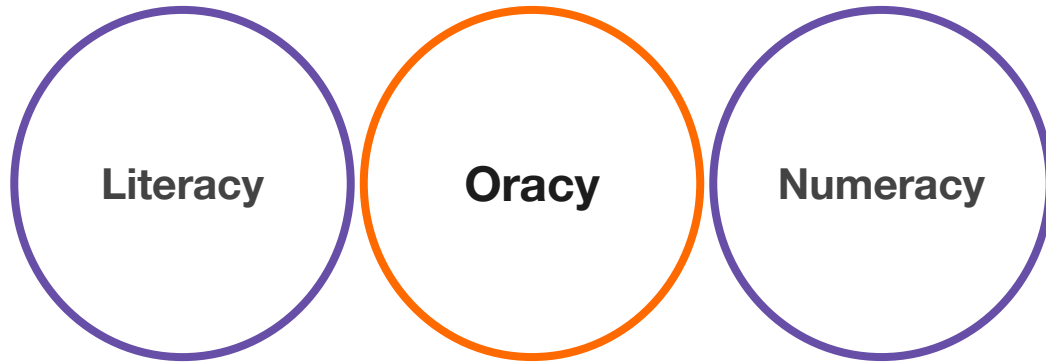
Oracy fosters wellbeing, supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts



Oracy equips students to thrive in life beyond school, helping them to progress, access employment and engage in civic life

What is oracy? A shared understanding...

Oracy is a term that was first coined by Andrew Wilkinson in the 1960s, in response to the growing importance placed on literacy and numeracy. It captures the essential *need* for talk (just as one needs to be literate and numerate) and couples it with the idea that it is a skill which can be developed through teaching.



‘Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language’

Voice 21

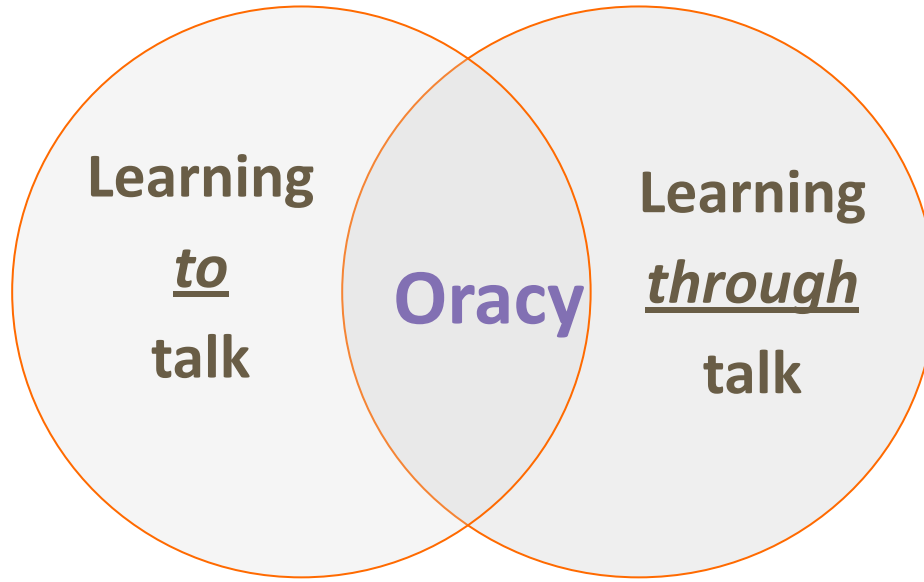


Learning to / through talk

It is **through talk** that students have the opportunity to develop and share their understanding, through interactions.

To do this effectively, students must also be taught **to talk** effectively, ensuring they have the skills and understanding to engage in talk for learning

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



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

Venn diagram in *Transforming Teaching and Learning Through Talk*, Gaunt, Stott (2019)



What is a high-quality oracy education?

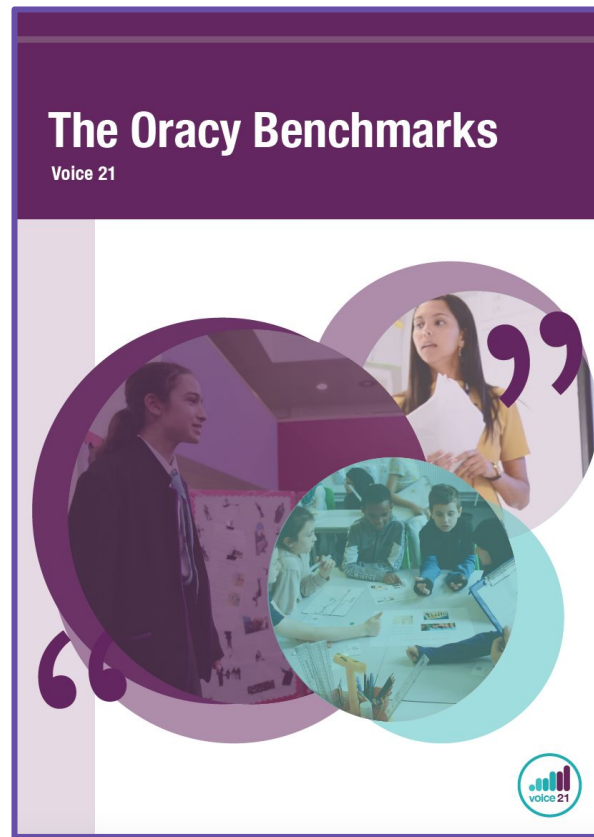
Teacher Oracy Benchmarks

- define excellent classroom practice for oracy
- provide a framework to identify, guide and empower teachers

School Oracy Benchmarks

- articulate strategic decisions to be made by school leaders, oracy leaders, heads of department
- ensure every student in school receives a high quality oracy education

<https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf>



The Voice 21 Oracy Benchmarks



What kind of talk is used in the classroom?

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out their own thoughts.’

Barnes, 1992



The Oracy Framework

The Oracy Framework, devised by Voice 21 and Oracy Cambridge, provides a framework through which we can understand what constitutes good speaking and listening in different contexts.



Physical

Making yourself heard, using your voice and body as an instrument



Linguistic

Knowing which words and phrases to use, and using them



Cognitive

The deliberate application of thought to what you're saying



Social & Emotional

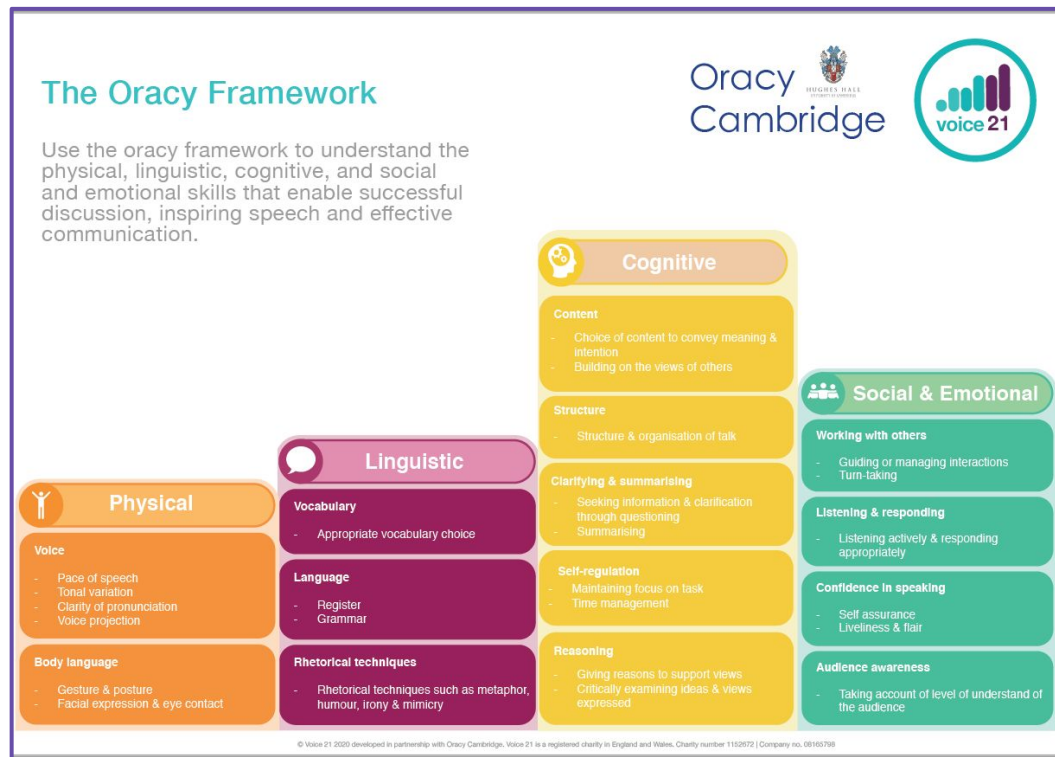
Engaging with the people around you; knowing you have the right to speak



The Oracy Framework for scaffolding and developing talk

The *oracy framework* outlines the elements which underpin **successful communication skills** and provides a useful **tool for analysing speech**.

The framework enables students and teachers to understand what **effective communication looks like** and to **put strategies in place** to improve specific speaking and listening skills.



<https://oracycambridge.org>



Planning effective talk tasks



**Purpose
of talk**

Structure

Scaffolds

Reflection

- To formulate an argument
- To build relationships
- To explain reasoning
- To entertain, e.g. storytelling

- Groupings
- Protocols

- Sentence stems
- Keywords
- Modelling

- Feedback
- Metacognition



Scaffolds - Elevating the quality of talk

- Scaffolding is a “process that enables a child or novice to solve a problem, carry out a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner and Ross 1976, 90).
- A scaffold acts as a temporary supportive structure for a student to complete a task they otherwise could not have (Graves, Watts and Graves 1994, 44). As students become more confident, scaffolds will be needed less and less, until eventually they are not needed at all.

Sentence stems

Modelling

Key vocabulary



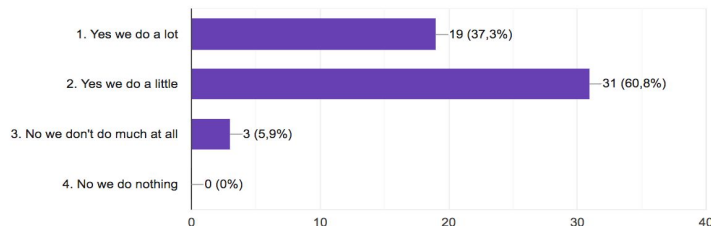
Introducing the Project to Students

Phase 2

Student Questionnaires

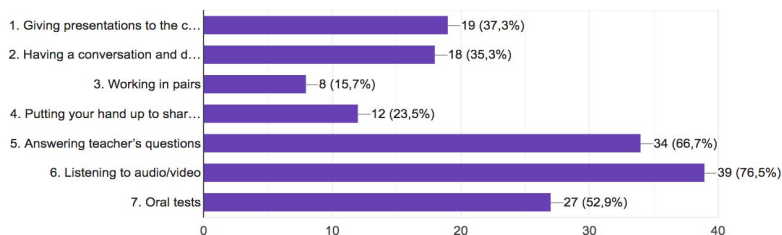
1. Do you do lots of speaking and listening as part of your lessons?

51 response



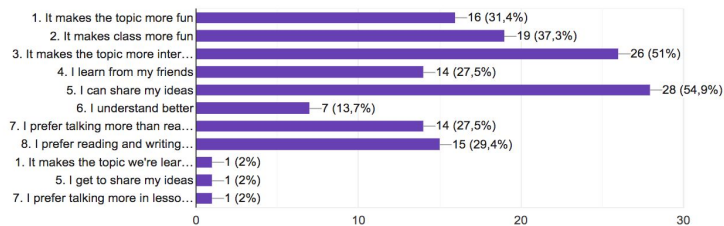
2. What activities at school let you practice your speaking and listening? (Tick more than one)

51 response



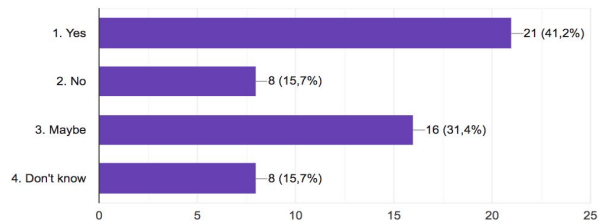
4. What do you enjoy about lessons where you talk a lot? (Tick more than one)

51 response



6. Do speaking activities make you feel less shy and more confident about speaking in front of people?

51 response



Scaffolding Exploratory Talk

Phase 3

Exploring the Oracy Framework

The Oracy Framework

25 OUR CLASS DISCUSSION GUIDELINES

1. Everyone must be heard
2. If you talk, listen to the others who are speaking
3. If you disagree, explain your point of view
4. If you have a question, ask it
5. If you have a point to make, say it
6. If you have a point to make, say it
7. If you have a point to make, say it
8. If you have a point to make, say it
9. If you have a point to make, say it
10. If you have a point to make, say it
11. If you have a point to make, say it
12. If you have a point to make, say it
13. If you have a point to make, say it
14. If you have a point to make, say it
15. If you have a point to make, say it
16. If you have a point to make, say it
17. If you have a point to make, say it
18. If you have a point to make, say it
19. If you have a point to make, say it
20. If you have a point to make, say it
21. If you have a point to make, say it
22. If you have a point to make, say it
23. If you have a point to make, say it
24. If you have a point to make, say it
25. If you have a point to make, say it

Physical

- Voice**
 - Fluency & pace of speech
 - Tonal variation
 - Clarity of pronunciation
 - Voice projection
- Body language**
 - Gesture & posture
 - Facial expression & eye contact

Linguistic

- Vocabulary**
 - Appropriate vocabulary choice
- Language**
 - Register
 - Grammar
- Rhetorical techniques**
 - Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

- Content**
 - Choice of content to convey meaning & intention
 - Building on the views of others
- Structure**
 - Structure & organisation of talk
- Clarifying & summarising**
 - Seeking information & clarification through questions
 - Summarising
- Self-regulation**
 - Maintaining focus on task
 - Time management
- Reasoning**
 - Giving reasons to support views
 - Critically examining ideas & views expressed

Social & Emotional

- Working with others**
 - Guiding or managing interactions
 - Turn-taking
- Listening & responding**
 - Listening actively & responding appropriately
- Confidence in speaking**
 - Self-assurance
 - Liveliness & flair
- Audience awareness**
 - Taking account of level of understanding of the audience

Physical

Making yourself heard, using your voice and body as an instrument

Linguistic

Knowing which words and phrases to use, and using them

Cognitive

The application of thought to what you're saying

Social & Emotional

Engaging with the people around you, knowing you have the right to speak



Discussion Guidelines

- Developing a set of class 'discussion guidelines' is an excellent way to begin **to scaffold group dialogue** in your lessons and **get students talking and thinking about talk.**
- Once students are **aware of what makes a good discussion** they will be able **to self-regulate** their own discussions better, leading to **more productive, learning-orientated discussions** that can bring about **deeper thinking.**



Discussion Guidelines

- Invisible norms
- Safe environment
- Set expectations for talk
- Classroom culture of talk
- Students invited to contribute ideas
- Build self-esteem and self-confidence
- Partial answers or incorrect ideas accepted
- Create own set

**F OUR CLASS
DISCUSSION
GUIDELINES**



1 Everyone must be heard.



2 Let's talk. Don't be shy.
We are here to improve..



3 Try to learn something about
the discussion.



4 Don't be afraid to speak up or
share your thoughts.



5 Be open-minded.



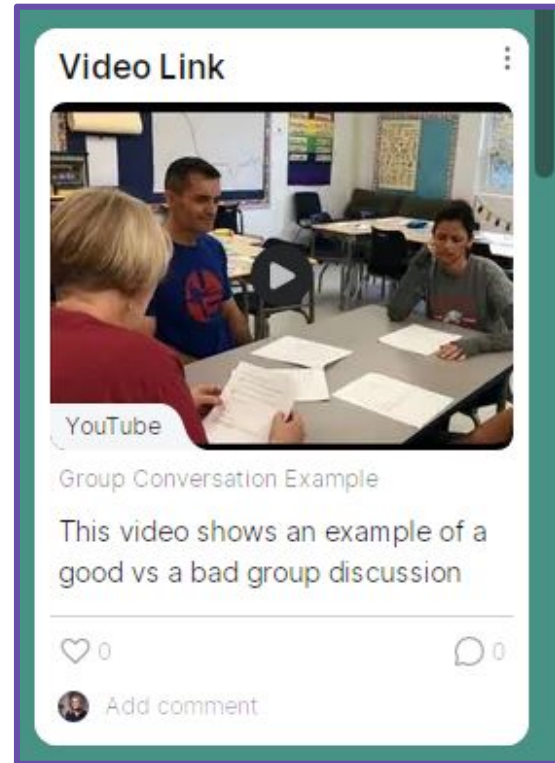
6 Try to keep your tone calm
and polite.

Oracy - Liceo Leopardi 2021



Observing talk

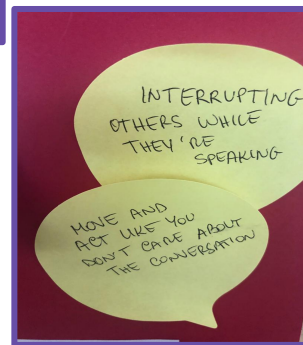
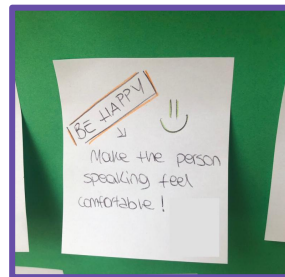
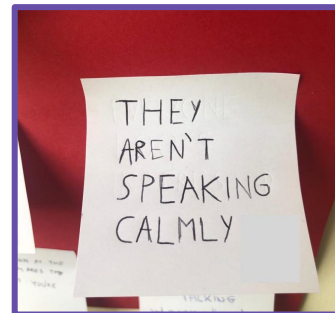
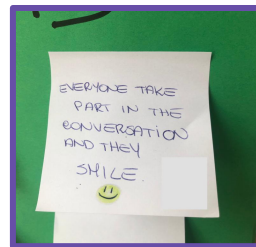
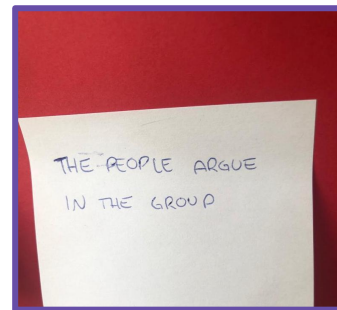
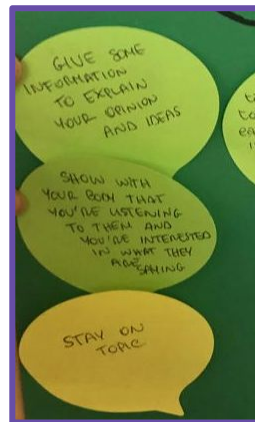
1. Watch the video clip. Look for GOOD/BAD examples of talk.
Think about the PHYSICAL strand of the Framework.
2. Write your ideas on post-it notes and put them on the posters in class.



<https://youtu.be/d3Se6GHhrw>



Students' noticings



Think-Pair-Share

Thinking and pairing carried out in class with sharing stage online.
50% students were online at home due to the Covid Pandemic.

- Visible Thinking Routine
- Collaborative learning strategy
- Students think individually before sharing ideas with partner and group/class
- Time to reflect on task and gather thoughts before speaking



Liceo Linguistico Leopardi, Recanati, Italy
Coordinator Prof.ssa Enrica Cerquoni, PhD



Class Discussion Guidelines

padlet

Lisa Kester Dodgson • 13 • 7mo

Class 2F Discussion guidelines

Here we shall build our own set of class discussion rules!

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	Our Discussion Rules
Lisa Kester Dodgson 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ★★★★ (1) Rate	Lisa Kester Dodgson 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ★★★★ (5) Rate	Sarah M Howell 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ☆ Rate	Sarah M Howell 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ★★★★ (2) Rate	Lisa Kester Dodgson 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ★★★★ (2) Rate	Lisa Kester Dodgson 7mo 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number. ★★★★ (2) Rate	Sarah M Howell 7mo In this column, we shall collect the most voted for rules!  ☆ Rate
Anonymous 7mo 1) respect everyone's opinion ★★★★ (13) Rate	Anonymous 7mo Rules 1) Listen to every idea ★★★★ (9) Rate	Anonymous 7mo 1- let everyone finish to say what they're saying ★★★★ (7) Rate	Anonymous 7mo Rules 1. Everybody should be quiet if someone is trying to explain something ★★★★ (11) Rate	Anonymous 7mo n.1 being open minded ★★★★ (9) Rate	Anonymous 7mo 1) When someone is speaking, everybody must stay silent and listen. ★★★★ (6) Rate	Anonymous 7mo group 5 1) Be open-minded. ★★★★ (7) Rate
Anonymous 7mo 2) respect everyone's ideas and thoughts ★★★★ (12) Rate	Anonymous 7mo 2) Respect who talks ★★★★ (9) Rate	Anonymous 7mo 2-everyone must be heard ★★★★ (8) Rate	Anonymous 7mo n.2 always hear other opinions ★★★★ (8) Rate	Anonymous 7mo n.2 always hear other opinions ★★★★ (8) Rate	Anonymous 7mo 2) You mustn't judge other people for their thoughts. ★★★★ (9) Rate	Anonymous 7mo 2) Everyone must be heard ★★★★ (9) Rate
Anonymous 7mo 3) one should be quiet when someone is talking ★★★★ (10) Rate	Anonymous 7mo 3) Everyone has to say their idea and explain it ★★★★ (8) Rate	Anonymous 7mo 3-don't judge anyone's opinion and try to understand them ★★★★ (7) Rate	Anonymous 7mo Rules .02 Everyone has to express their own opinion ★★★★ (10) Rate	Anonymous 7mo n.3 discuss after everyone has finished speaking so listen and then discuss everyone together everything. ★★★★ (9) Rate	Anonymous 7mo 3) Try to make other people feel comfortable. ★★★★ (8) Rate	Anonymous 7mo 3) Let's talk don't be shy! We are here to improve (group 2) ★★★★ (9) Rate
Anonymous 7mo 4) ask teacher if there's anything you did not understand ★★★★ (9) Rate	Anonymous 7mo 4) Let's talk don't be shy! We are here to improve ★★★★ (9) Rate	Anonymous 7mo 4-take your time to answer and don't rush things ★★★★ (7) Rate	Anonymous 7mo Rules .03 Nobody gets judged for what they're saying ★★★★ (11) Rate	Anonymous 7mo n.4 always be polite and respectful towards others opinions. ★★★★ (8) Rate	Anonymous 7mo 4) Let everyone join the conversation. ★★★★ (2) Rate	Anonymous 7mo 4) Try to learn something about the discussion (group 2) ★★★★ (10) Rate
	Anonymous 7mo 5) Find a conclusion after the discussion ★★★★ (8) Rate	Anonymous 7mo 5-don't leave anyone out of the discussion ★★★★ (7) Rate	Anonymous 7mo Rules .04 Everyone has to collaborate with the others ★★★★ (10) Rate	Anonymous 7mo n.5 5. make other people feel confident and not embarrassed about their opinions ★★★★ (8) Rate	Anonymous 7mo 5) Don't be afraid to speak up or share your thoughts. ★★★★ (11) Rate	Anonymous 7mo 5) Don't be afraid to speak up or share your thoughts ★★★★ (6) Rate
	Anonymous 7mo 6) Try to learn something about the discussion ★★★★ (8) Rate		Anonymous 7mo Rules .05 Explain your ideas as well as you can, so everyone can understand them clearly ★★★★ (10) Rate	Anonymous 7mo n.5 5. make other people feel confident and not embarrassed about their opinions ★★★★ (8) Rate	Anonymous 7mo 6) Try to keep your tone calm and polite. ★★★★ (11) Rate	Anonymous 7mo 6) Try to keep your tone calm and polite ★★★★ (9) Rate

2F OUR CLASS DISCUSSION GUIDELINES



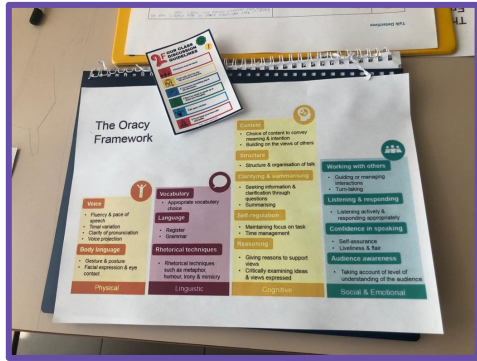

- Everyone must be heard.
- Let's talk. Don't be shy. We are here to improve..
- Try to learn something about the discussion.
- Don't be afraid to speak up or share your thoughts.
- Be open-minded.
- Try to keep your tone calm and polite.

Oracy - Liceo Leopardi 2021



Oracy-rich Classrooms

Desk



Pocket



Oracy corner



Wall



Vocabulary and Word poverty...

“Oracy is a life skill that can make a massive difference to someone’s social mobility prospects.

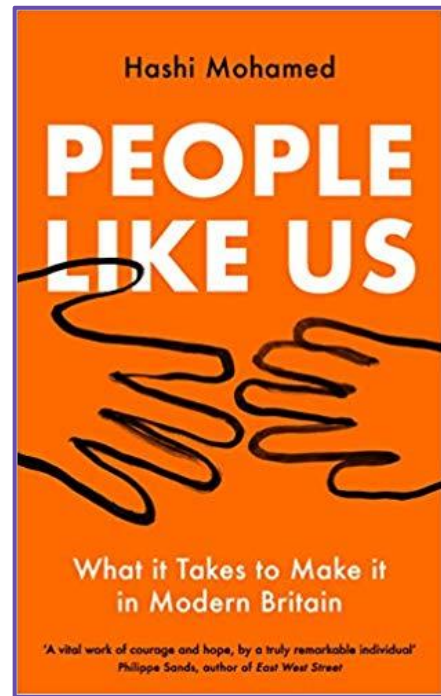
It can help young disaffected boys to find the right words to express what they’re feeling.

It can give children the confidence to believe that what they have to say is worth listening to, that their words, their ideas, their thinking matters”

...a child from a professional family will hear 45 million words, a working-class child 26 million, a child on welfare only 13 million - **a gap of 30 million words!** (Mohamed, 2020)

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

Oxford Language Report (2020)



People Like Us: What it takes to make it in modern Britain, Hashi Mohamed (2020)



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.

Howell - Kester



Talk tactics

- set out the **types of contributions** that students can make in a discussion.
- establish specific ways that students **can interact with each's ideas, exercising higher order thinking skills.**
- encourage thoughtful discussion by asking participants to consider the **relevance and coherence of their contributions** and questions.

Use one of 6 tactics to strategically guide group talk:

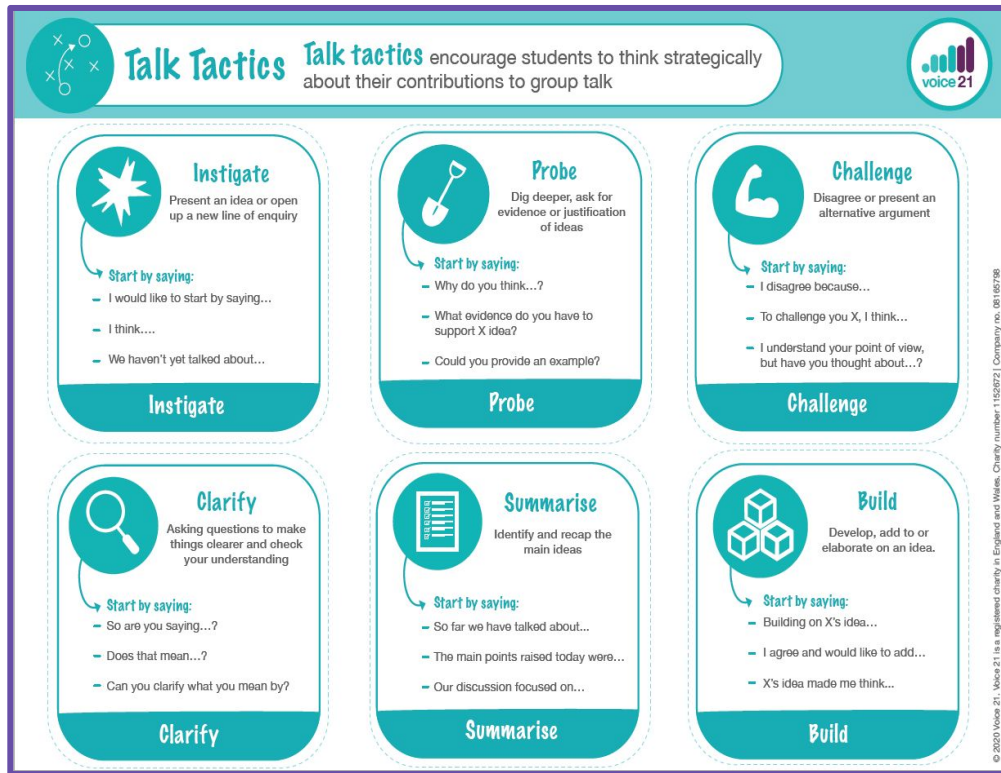
- **Instigator, Prober, Challenger, Clarifier, Summariser, or Builder**

Apply these tactics in both whole-class and small group discussions.



Talk Tactics cards

- help students start and maintain a conversation
- give students time to gather thoughts and structure ideas
- enable students to focus on what they want to say
- serve as a scaffold for expressing ideas
- take away anxiety from reluctant speakers



Structure: groupings

Trios



3 people stand in a triangle. While two talk, the third either participates as well or listens in and summarises or critiques the discussion.

Pair



Talk to a partner.

Nest



Stand apart from each other and whisper your ideas to yourself.

Traverse



Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.

Fishbowl



The people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.

Circle

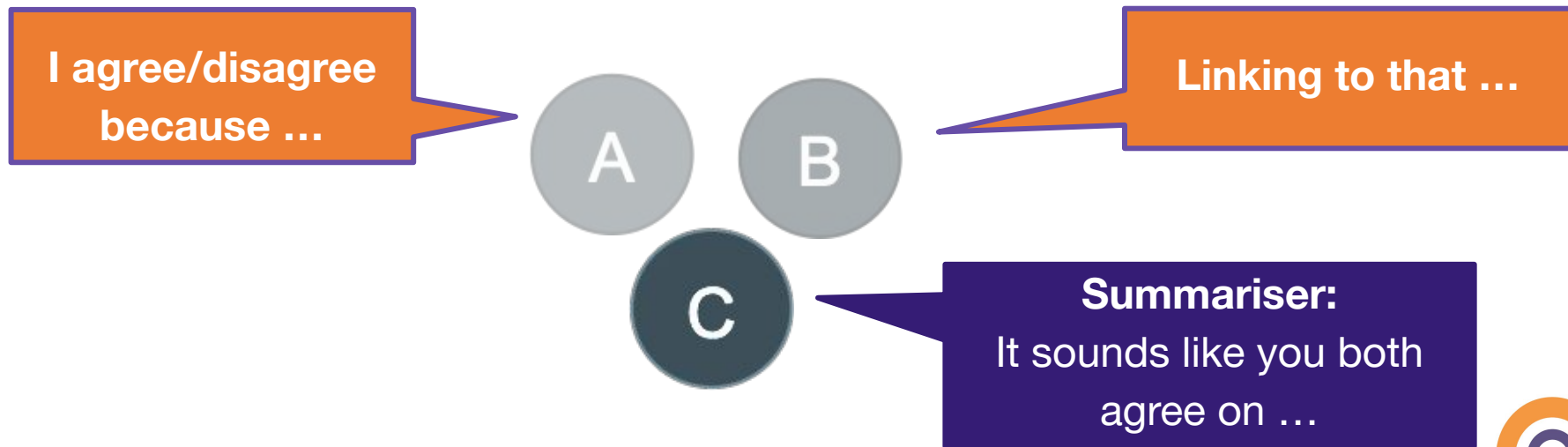


Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Summariser in a Trio

“Giving to charity is a waste of money.”



Talking Points

*Sharing ideas through **Talking Points** means that those who find it hard to articulate their thoughts are helped to see ways to do so as they listen to others.*

Encouraging responses to tentative ideas increase confidence to take part in classroom talk.

Prof Lyn Dawes



Talk detective feedback



Talk detectives!
Mystery to solve: what does good oracy look like?

	Person or group name
Invited someone else to contribute	
Challenged a group member	
Summarised a group member's ideas	
Clarified somebody in their group's ideas	
Built on somebody else's ideas	
Changed their mind	
Came to a shared agreement	



Talk detectives!

Mystery to solve: what does good oracy look and sound like?

		Who, or which group is doing this?	Further notes:
	Physical - Are they speaking loudly and clearly? - Are they using hand gestures?		
	Cognitive - Are they giving reasons for their opinions?		
	Linguistic - Are they using ambitious vocabulary?		
	Social and Emotional - Are they tracking the speaker? - Are they making sure everyone gets a turn to speak?		



Talk Detectives...in action

Talk Detectives		
	Cognitive - Do their responses build on each other's? - Do they give reasons for their opinions? - Do they critically engage with each other's ideas? - Do they ask questions?	GROUP 1: THEY RESPONDED BUILD TO EACH OTHER'S, THEY ASK QUESTIONS, THEY CRITICALLY ENGAGE WITH THEIR IDEAS. GROUP 2: THEY RESPONDED BUILD TO EACH OTHER'S, THEY GIVE REASONS FOR THEIR THINKING, CRITICALLY ENGAGE, ASK QUESTIONS. GROUP 3: THEY GIVE REASONS, THEY ASK QUESTIONS, CRITICALLY ENGAGE AND RESPONDED BUILD EACH OTHER'S. GROUP 4: THEY GIVE REASONS AND CRITICALLY ENGAGE EACH OTHER'S, THEIR RESPONSES BUILD ON EACH OTHER'S.
	 Social and Emotional - How do students show they are listening? - Do they make sure everyone gets a turn to speak? - Is there an appropriate balance of contributions?	GROUP 1: THEY HAD AN AGREEMENT, EVERYONE GETS A TURN TO SPEAK, THERE IS AN APPROPRIATE BALANCE OF CONTRIBUTIONS. GROUP 2: NOT AN BALANCE OF CONTRIBUTIONS. GROUP 3: EVERYONE GETS A TURN TO SPEAK, AN APPROPRIATE BALANCE OF CONTRIBUTIONS. GROUP 4: EVERYONE GETS A TURN TO SPEAK AND THERE'S AN APPROPRIATE BALANCE IN CONTRIBUTIONS.



Scaffolding Presentational Talk

Phase 4

Oracy Italy

Recanati Project



How confident are you in your presentation skills?

Presentation skills introduction

*Campo obbligatorio



Task

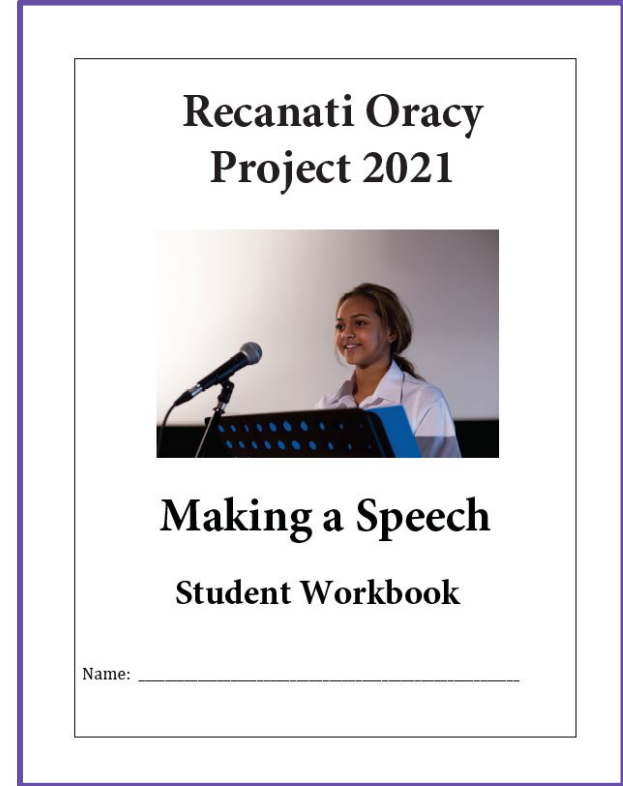
What oracy skills does Amanda Gorman use?
Share your ideas in the chat box.

**«Words is where I operate,
where I can make magic happen.»**
Amanda Gorman, 2021



Making a Speech Workbook

- Presentations framework
- List of suggested topics
- Topics discussion feedback
- Writing plan template
- Sentence stems / signposts
- Writing template
- Feedback template
- Presentation checklist



Presentation Checklist

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!



Listening Ladder

All students have a copy and as they listen they identify what skills they have been using while listening.

Start on bottom rung and work up!

7 dig deeper

5 react

3 eye contact

1 focus

Summarising the speaker's ideas

Asking questions that dig deeper

Asking questions to clarify understanding

Reacting and refocusing

Offering nods or short words of encouragement

Giving eye contact to the speaker

Being calm and still

Giving 100% of their focus to the person speaking

8 summarise

6 clarify

4 encourage

2 calm & still

Voice21



Spark Speech Day

Phase 5



LICEO "GIACOMO LEOPARDI"
RECANATI
Oracy Recanati Project

— “ —
SPARK
Speech Day
Thurs. 3rd June 2021
” —

School Project Coordinator Enrica Cerquoni
Voice21 International Oracy Leaders
Sarah Howell & Lisa Kester Dodgson



Spark Event

Spark Speech Recanati
Liceo Leopardi Recanati

Sarah M Howell • 11mo

Speech photos

Certificate photos

Audience photos

Teachers

Videos

Live broadcast

Poster and flyers

Article in the News

Recording of whole event

SPARK Speed Day
Thurs. 3rd June 2021

YouTube

Spark Speed Day Video DEF

Il link dell'intero evento

SPARK Speech Day
Wed. 3rd June 2021

Programme

8:00 - 8:30 Sign-in

8:30 - 10:00 Speeches

10:00 - 10:45 Break

10:45 - 12:45 Speeches

12:45 - 13:00 Close

Organised by:
Liceo Leopardi Recanati
Liceo Leopardi Recanati
Liceo Leopardi Recanati
Liceo Leopardi Recanati

Article in the News

cronachemaceratesi.it

"Così abbiamo imparato a parlare in pubblico"



Reflections

Phase 6

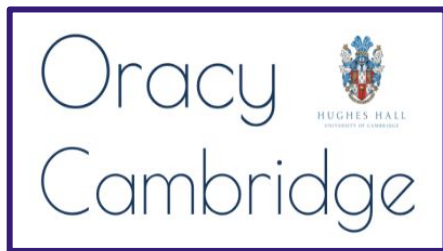


My class and I loved the fact that we could talk about specific subjects and this thing isn't normally asked of us during normal lessons.

Public Speaking is one of the most important abilities to learn so my class and I would be very very happy if we could continue this project even the next year.



Info, training, support, materials...



Oracy Cambridge
The Hughes Hall Centre for
Effective Communication



Voice 21, UK Oracy Charity



Oracy Lab, training organisation



Thinking Together Project, Faculty of Education, University of Cambridge



Oracy Italy
Facebook
Discussion Group



“You are the only second chance for some students to have a rich language experience.
If these students are not getting it at school, they are not getting it.”

Professor Neil Mercer

