

# Developing Speaking Skills Online

**Teresa Doğuelli 15<sup>th</sup> July 2020**

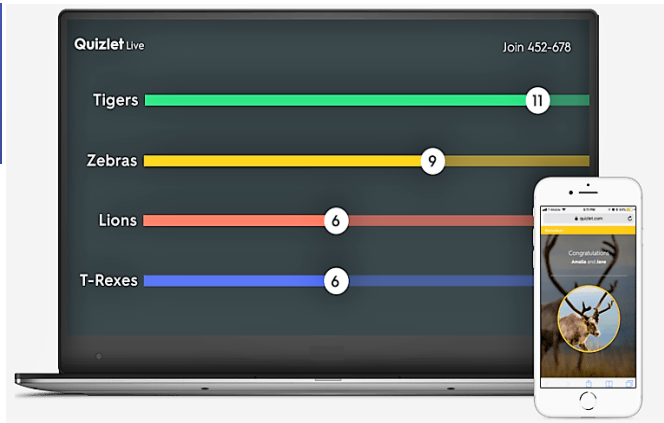


english book  
education®



macmillan  
education

# Upskilling



<https://www.teachertrainingvideos.com/>



ADVANCING  
**LEARNING**



Learn about new courses, digital platforms and apps for teaching English.

### ARTICLES

Read the latest blogs and articles by ELT authors, teacher educators and teachers.

### HOW TO...

flip your classroom with Gateway 2<sup>nd</sup> Edition



### SERIES - 2

influencers for expert opinion to enhance your



### MACMILLAN ADVANCING LEARNING

Access ideas and knowledge to advance your students on their learning journey.



**HOW TO TEACH A LIVE LESSON ONLINE**  
by Russell Stannard

**STORY TIME with Carol**

<https://www.macmillanenglish.com/training-events/events-webinars>



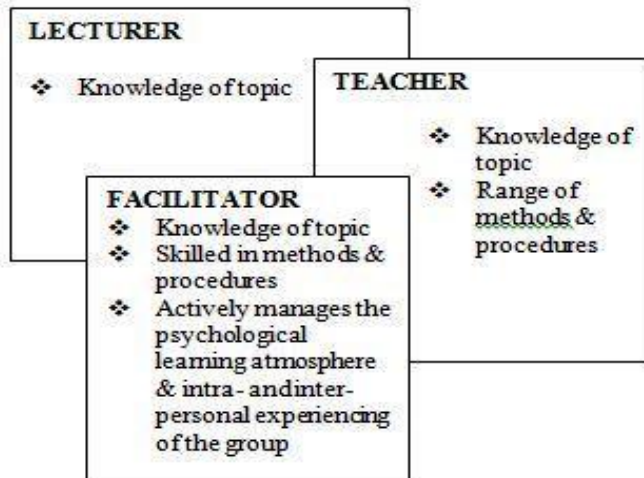
**Emotions & being inspired to speak**  
**Importance of moving, doing & talking about it**  
**Personalisation**  
**Video it / Vlog it /Google Doc it**

**Experiments, Projects & Out-of-Class Tasks**

**Twinning with other schools around the world**

**Activities with relevance to students' lives and feeling they can make a difference**

### 3 TYPES OF TEACHER



*Adapted from Underhill in Arnold (Ed.) (1999) Affect in Language Learning CUP*

Are you a.....?

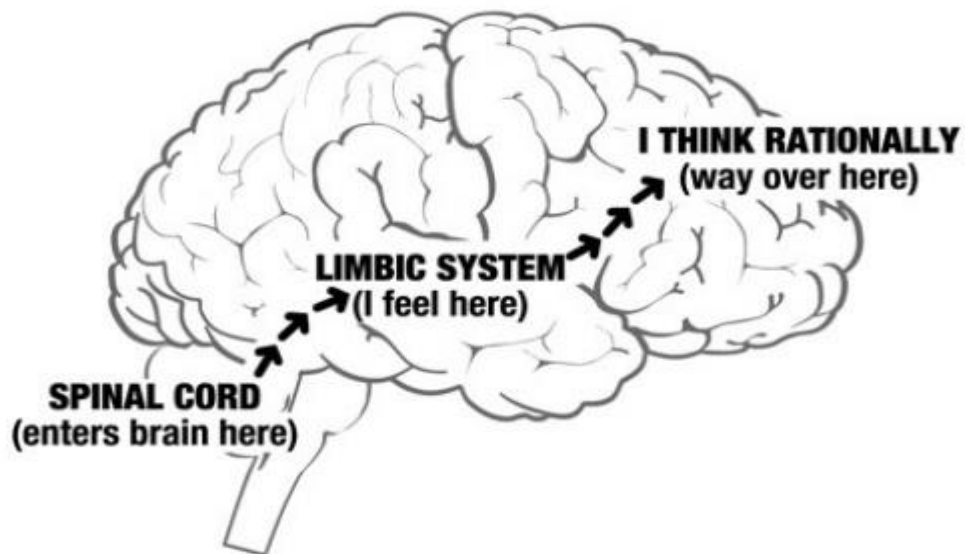
Lecturer

Teacher

Facilitator

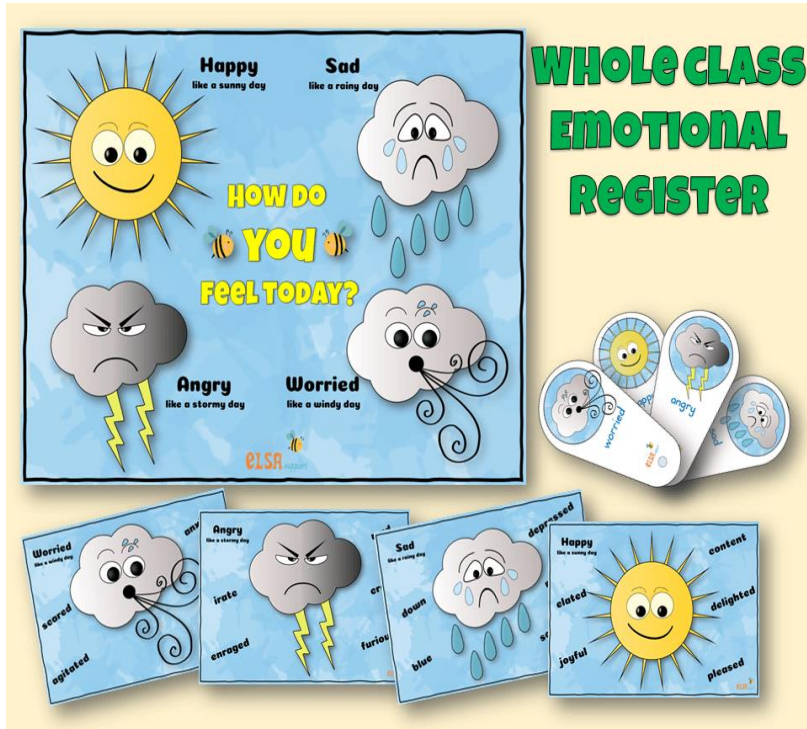
# The Importance of Emotion & Dopamine in Learning

## Feelings...





# Taking the Register: How are you feeling today?





# How are you today?

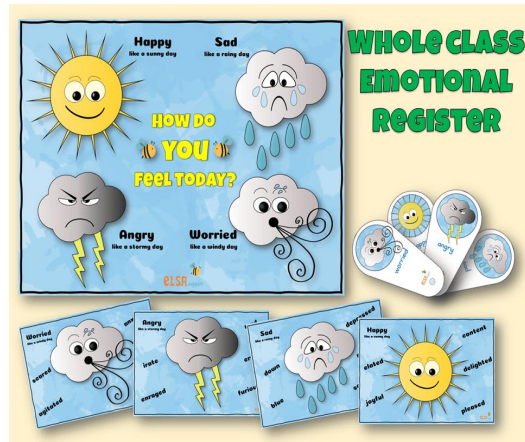
AnswerGarden

<https://answergarden.ch/1298677>

## Variations:

How's your puppet/toy/pet feeling today?

How's your father/mother/teacher feeling today?



## How are you feeling today?

Type your answer here...

Submit

20 characters remaining

devastated motivasyon anda chee relaxed contented feeling great! super excited disappointed  
 fine well thank you very well; thanks you still silly wooooo esra 1 am happy (fusun) hopeful & motivated  
 verywell and you full of life appreciation under pressure healthy and hydrated feeling great a bit tired 1 am fine  
 lucky perfect highly motivated elated angry webmarish  
 very well thanks you energetic good enthusiastic exhausted thankful fabulous amazed peaceful  
 healthy nothing thrilled normal happy motivated busy ok nervous irritated exhausted  
 overwhelmed  
 1 am motivated awesome tired great fresh sleepy curious perfect! funtastic fantabulous on cloud 9  
 very well thanks okayish worried anxious calm very well thanks wooooo  
 really good knowlegable optimistic excited grateful not bad hpeful interested like divorcing  
 with my hands! i am excited well rested delighted moody have a class.  
 ready active delgthed full of webinars full of dopamine :) fabulous hopeful depressed alright energitic gen x here still alive  
 over the moon creative 1 can't hear or see like a king 1'm trilled grea we can see :) so so cheerful busy and tired peachy  
 a bit werwhelmed confident very well thhanks hopeless influenced annoyed gotta go now. happy;)thnx !! uncomfortable  
 i'm feeling optimist

<https://answergarden.ch/1245365>
Developing Speaking Skills Online/ Georgia/ 15<sup>th</sup> July 2020

## It's safe to share...

- when I don't have to speak up in front of others
  - when I can just type my thoughts
- ...or express them in different ways
- when other people are doing it too
  - when the thought has been articulated for me
  - when I'm pretending to be someone else
  - when I can anchor my feelings to a scenario or a topic
  - when the topic is not too dark and deep



## Start of the Day Questions

- What am I looking forward to today?
- What people?
- What places?
- What activities?
- What things-small or large-do I hope to have achieved by the end of today?
- What's the best advice I can give myself for today?



## Labelling and remembering

Round &  
makes you  
happy

creative

painful

Transparent  
& makes  
you feel  
alert

Square &  
makes you  
laugh

most  
incredible

most  
interesting

amused

Heavy &  
makes you  
feel tired

# Movement & Action- Empathy & Memory-CLIL

C Work in pairs. Write three foods you think your partner loves, three they like and three they hate.

Bring **3 foods /superfoods** you think your friend /teacher loves, likes, hates and say why



Your partner loves ...	
Your partner likes ...	
Your partner hates ...	



## Find something which...

Find something which...

- you've never liked, but you keep in your house anyway.
- you've broken – and fixed!
- you've been eating a lot of recently.
- you haven't worn for over a year.
- you've been reading for ages and still haven't finished.



**padlet**



## Show & Tell

What topics could be discussed after this activity?

# What social issue/s could this activity lead into discussion on?



- What animals make good pets?
- What animals are difficult pets?
- Advantages of keeping a pet?
- Disadvantages of keeping a pet?
- Who does what for your pet in your family?
- What can you give a pet?
- What can a pet give you?
- Is it better to buy or adopt a pet?
- What can you do to prevent cruelty to animals?
- What do humans do that is dangerous for animals?

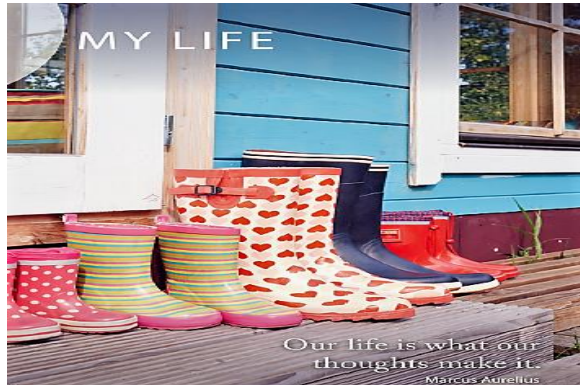


- Prices
- Brands
- Fashion
- Shopping (online)
- Pocket money
- Colours
- Materials
- Durability
- Sustainability
- Ethics & Fair Trade





# Every picture holds a story for everyone



# Puppets –Ways to use them to get younger students speaking

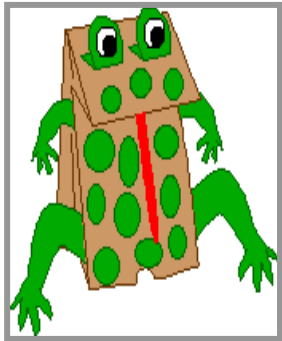
- Make a puppet & let it speak for you
- Tell us about your puppet- *name, home, likes/dislikes etc.*
- Do Start and End lesson routines with it
- Repeat what the puppet says
- Correct the puppet
- Guess & say what the puppet's thinking about
- Guess what's in the puppet's bag
- Practice language:
  - What's the puppet wearing today? (Red Carpet)*
  - What's the puppet going to do after this webinar?*
- Tell stories, chant and sing along
- Play Where's the puppet?
- 2 True, 1 False





# Where's the puppet?





# Puppets

## Making Your own & Bringing them to Life



# Puppets



**hedgehog CRITTER MITTENS**

(c) 2011 loveandmoo.com

Developing Speaking Skills Online/ Georgia/ 15<sup>th</sup> July 2020

**ADVANCING  
LEARNING**



# Puppet Theatres



CARDBOARD BOX THEATRES

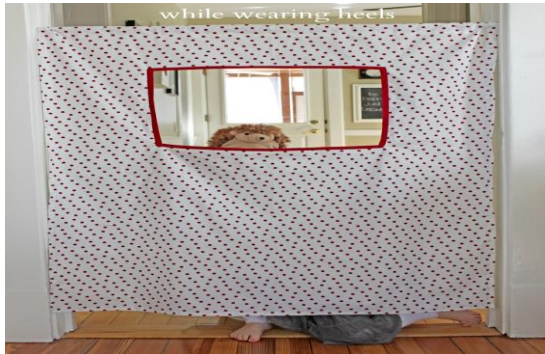


CEREAL/KLEENEX BOX THEATRES





**PLASTIC TABLECLOTH THEATRES**



**SHOWER CURTAIN THEATRES**



Developing Speaking Skills Online/ Georgia/ 15<sup>th</sup> July 2020

# Video it!



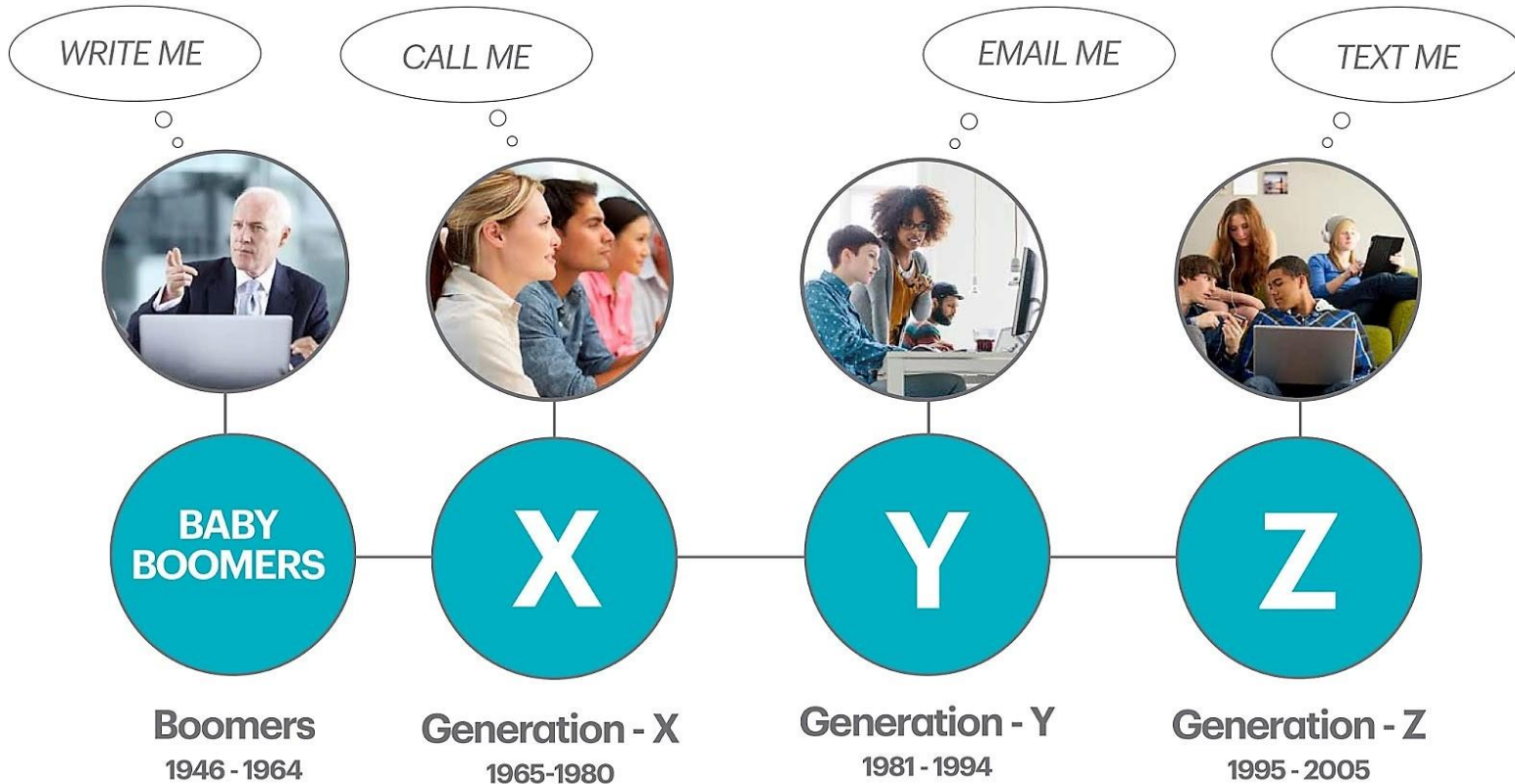


# Video it!



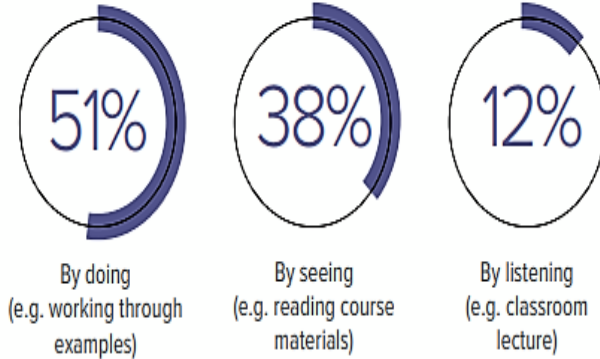
**Solagratiomom™**  
Creatively, Classically Educating

## FIVE GENERATIONS WORKING SIDE BY SIDE IN 2020

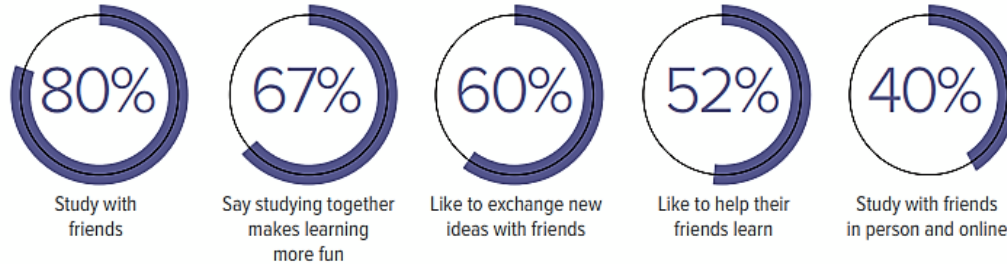




### HOW DOES GEN Z LEARN?



### STUDENT STUDYING PREFERENCES



Respondents cited Skype as the top online tool to study with friends.

<http://next.bncollege.com/wp-content/uploads/2015/10/Gen-Z-Research-Report-Final.pdf>

# What makes a dynamic lesson?

- Results showed that the top 3 things that make a dynamic lesson from the teachers' perspectives were
- Students were more demanding, suggesting that

Christopher Thirlaway, IATEFL 2019

# What makes a dynamic lesson?

- Results showed that the top 3 things that make a dynamic lesson from the teachers' perspectives were songs, games and mingling activities.
- Students were more demanding, suggesting that topics discussed, opportunities for personalisation, influence over what was covered in class and when, and an engaging teacher were things that made their lessons dynamic.

Christopher Thirlaway, IATEFL 2019





### ACADEMIC TASK



**You want to integrate technology into your English studies.**

**Work in a group and follow this plan:**

- 1 Discuss which hardware, programs or websites you could use to study English, either inside the classroom or out. Use the general ideas on these two pages for ideas.
- 2 Find out what topics, areas and tasks you are going to do in English in the next two or three weeks.
- 3 Write up a plan with suggestions for using technology to help with these tasks and then try some of your suggestions out. Evaluate how successful each experience is and why.

### Gateway B2

Developing Speaking Skills Online/ Georgia/ 15<sup>th</sup> July 2020

### DO YOU USE TECHNOLOGY TO ...

- 1 communicate with other people about schoolwork, to collaborate or ask for help?  
 Always  Sometimes  Never
- 2 do research and find information needed for schoolwork?  
 Always  Sometimes  Never
- 3 do extra reading and investigation to find out more about the things you are studying at school?  
 Always  Sometimes  Never
- 4 find and do practice activities?  
 Always  Sometimes  Never
- 5 write essays, assignments or projects?  
 Always  Sometimes  Never
- 6 take notes in class or write up notes after class?  
 Always  Sometimes  Never
- 7 revise before tests and exams?  
 Always  Sometimes  Never
- 8 prepare and give presentations?  
 Always  Sometimes  Never

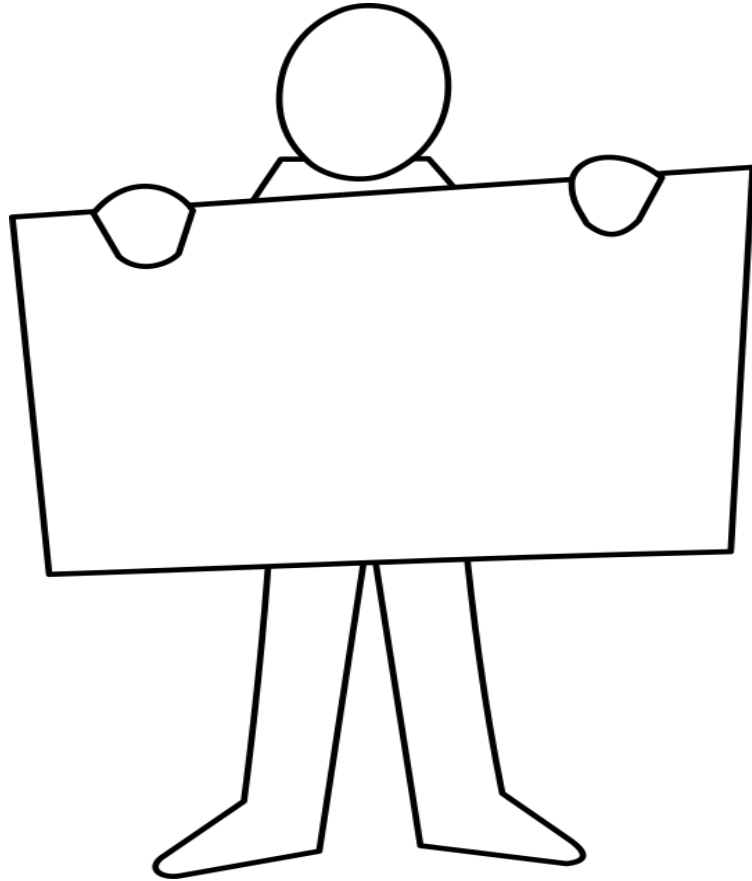




## Emerging Infectious Diseases

[https://www.britishcouncil.org/sites/default/files/emerging\\_infectious\\_diseases\\_-\\_how\\_do\\_we\\_stop\\_new\\_diseases\\_spreading.pdf](https://www.britishcouncil.org/sites/default/files/emerging_infectious_diseases_-_how_do_we_stop_new_diseases_spreading.pdf)

ADVANCING  
**LEARNING**



## The NHS Poster Slogan

**C**.....it!

**B**.....it!

**K**.....it!



## Appendix D: How effectively do you wash your hands? Activity Sheet 1

### Equipment:

- Glitter, or similar coloured powder
- Vaseline, or similar oil based substance
- Water
- Soap
- 2x sink or washing up bowl.



### Instructions:

1. You will be split into three groups (A, B and C).
2. One of you must volunteer to catch the 'disease'. This student must cover their hands with Vaseline and dip it in the glitter
3. The student with the 'disease' should perform the following action depending on their group:
  - a. no hand washing
  - b. wash hands with water only
  - c. wash hands with water and soap.

4. The student with the 'disease' should then return to the group and shake the hand of the next person in line.
5. That student should then shake the hand of the person next to them and continue this throughout the group.
6. Compare with the other groups how far the glitter has spread.

Note: remember to shake hands using the same hand each time.

### Extension

You could try using different types of soap and compare how effective they are.

## Appendix C: Coughs and Sneezes Spread Diseases

### Activity Sheet 2

When you are ill you can pass the infection on to others in different ways, for example by touching them or breathing on them. Often you pass on the infection before you even know you are ill yourself. How quickly can an infection spread?

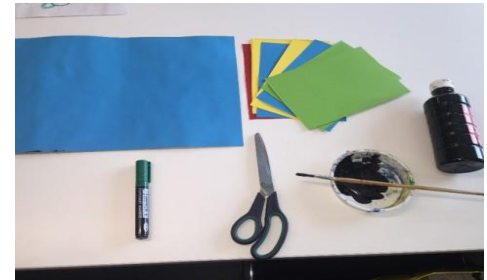
#### Equipment:

- A piece of paper
- A clipboard (optional)
- A pen or pencil

#### Instructions:

1. You will be given a piece of paper with the word 'clear' or 'infected' at the top. If you are infected it means you have a horrible disease!
2. Move around the class and stop and talk to someone. Shake their hand and show them your piece of paper but try to keep it secret from other people you haven't spoken to yet. (In reality you wouldn't even know yourself if you were infected).
3. If you or the person you meet has the word 'infected' on their paper, write 'infected' on the next line of your paper. If you are both 'clear', write 'clear'.
4. Move on to another person and repeat steps 2 and 3. Once infected you will infect others! Continue to write 'infected' on the next line of your paper until you have infected a certain number of people (your teacher will tell you how many). Once you have infected this number of people you will start to show symptoms and can quarantine yourself at the side of the room. After all, no one will want to talk to you now they know you are clearly ill.
5. Watch as the number of infected students grows. Has anyone in your class managed to escape this horrible disease?

Extension: Try out with different kinds of masks and report your results to the class





# GLOBAL ISSUES & ACTION



Design a poster & share it online

Prepare & Deliver a presentation about.....

Write to your local ..... to share your concerns about.... and discuss what happened.

Share an unforgettable food story you experienced, heard or read about

In your kitchen cupboard, wardrobe.... Find and show us at least one product from another country

Find out more about ..... In your country/city/area. Can you find a local person to chat to your class and answer their questions about it.

Find out about food in your school. Where does it come from? Is it Fairtrade-certified?

Calculate how many food miles the item has travelled (This will help to reduce your carbon footprint.)



[schools.fairtrade.org.uk](https://schools.fairtrade.org.uk)



## Partner with a school

There are a number of different ways that you can find a partner, either through a programme or independently.

Through joint project with other schools, we help you discover new ways of embedding international activities; we enable you to bring real voices and interactivity across all school activities.

### Learn more about partnering with a school



#### Prepare for finding a partner

Before you start your search, it's worth taking time to get really clear about what you are looking for and why.



#### Find a partner

We have a range of projects and tools to help you connect with schools across the globe.



#### Once you have found a partner

Read our recommendations to help you navigate the early days of your partnership.



<https://www.etwinning.net/en/pub/index.htm>

Developing Speaking Skills Online/ Georgia/ 15<sup>th</sup> July 2020

ADVANCING  
**LEARNING**



# Be Open & Build Relationships

1. Be open to student feedback
2. Host a 5-minute FOCUS GROUP

1. What can I do to be a better teacher for you?  
-----
2. How can I help you be successful
3. Two things I say or do that you think I should continue doing are:  
-----
4. Two things I say or do that you wish I would do less of are:  
-----
5. Two things you could do better for me?  
-----



3. Bring /display a photo of you at their age
4. Share stories of yourself from when you were a student
5. How might you make your students feel welcome in your online classes?



# Create Hope

1. Students learn best when they can make a connection between the curriculum and their interests and life experiences
2. Show them relevance & benefits of what they learn
3. Find right level of challenge
4. Communicate the passion
5. Acknowledge your mistakes-they will appreciate you more, as you are living proof that success comes from learning from the mistakes you make
6. Use real-life material

## CONSIDER:

- What are some of the little things people do that make you enjoy being recognised or noticed?
- Which of these things might some or many of your unmotivated students also enjoy?

## End of the Day Questions

- **What was really special about today?**
- **What was the most interesting thing I saw/heard/felt/touched/smelled/tasted today?**
- **What did I give today?**
- **What did I learn today?**
- **How has today helped me for tomorrow?**



# RESILIENCE CALENDAR: JUMP BACK JULY 2020



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



**We can't control what happens to us, but we can choose how we respond**

**5** Avoid saying "must" or "should" to yourself today

**6** Put a problem in perspective and see the bigger picture

**7** Shift your mood by doing something you really enjoy

**8** Get the basics right: eat well, exercise and go to bed on time

**9** Help someone in need and notice how that gives you a boost too

**10** Don't be so hard on yourself. It's ok not to be ok

**11** Reach out to someone you trust and share your feelings with them

**12** When things go wrong, be compassionate to yourself

**13** Challenge negative thoughts. Find an alternative interpretation

**14** Set yourself an achievable goal and make it happen

**15** Go for a walk to clear your head when you feel overwhelmed

**16** When things get tough, say to yourself "this too shall pass"

**17** Write your worries down and save them for a specific 'worry time'

**18** Let go of the small stuff and focus on the things that matter

**19** Notice something positive to come out of a difficult situation

**20** Ask yourself: What's the best thing that can happen?

**21** If you can't change it, change the way you think about it

**22** Make a list of 3 things that you can feel hopeful about

**23** Remember that all feelings and situations pass in time

**24** Choose to see something good about what has gone wrong

**25** Notice when you are feeling judgemental and be kind instead

**26** Get back in touch with a supportive friend and have a chat

**27** Write down 3 things you're grateful for (even if today was hard)

**28** Catch yourself over-reacting and take a deep breath

**29** Think about what you can learn from a recent challenge

**30** Ask for help from a loved one or colleague. Be specific

**31** Remember that you are not alone. We all struggle at times



**ACTION FOR HAPPINESS**



[actionforhappiness.org](http://actionforhappiness.org)

Daily actions to look after ourselves and each other as we face this global crisis together

Keep Calm · Stay Wise · Be Kind

# Sources for Online Projects, Experiments & Activities

WWW.UNESCO.ORG

<https://www.teachingenglish.org.uk/search/site/Global%20Citizenship>

<https://schoolsonline.britishcouncil.org/>

<https://e-bug.eu/>

<https://www.tes.com/teaching-resources/hub/secondary>

[schools.fairtrade.org.uk/](https://schools.fairtrade.org.uk/)

[www.oxfam.org.uk/education](https://www.oxfam.org.uk/education)

[www.oxfam.org.uk/education/global-citizenship](https://www.oxfam.org.uk/education/global-citizenship)

<https://www.etwinning.net/en/pub/index.htm>

<https://www.actionforhappiness.org/>

# THANK YOU!

