

<https://www.youtube.com/watch?v=rxUm-2x-2dM>



**What Challenges Do Teachers
Face When Doing Speaking
Activities in the CLIL
classroom?**

Speaking: Challenges for CLIL Teachers



- Students won't talk
- Students talk in their own language
- Students don't engage with the activity
- Noise levels can be disruptive to other neighbouring classes
- Devising relevant support materials
- Knowing when and how to correct errors
- Dividing students into pairs and groups
- Don't feel confident in my own level of English

What should we do to overcome these difficulties?





**What Speaking
Challenges do CLIL
Learners Face?**

Speaking: Challenges for CLIL learners

- They feel silly speaking a language in which they know they are making mistakes.
- It can feel artificial to communicate with classmates in a foreign language.
- When they want to say something important to each other, they do so spontaneously in their mother tongue.
- They do not have the English to express the concepts that the teacher wants them to express.
- They do not understand the point of speaking English all the time in class.
- It is very tiring to concentrate on producing a foreign language especially when your level is low.
- The topic / activity that they are supposed to be talking about in English is boring, so they talk about something else in their mother tongue.
- Speaking English is difficult.
- Speaking English is not fun.

What should we do to overcome these difficulties?



<https://www.youtube.com/watch?v=bICjDBJ5XbY>

- Integrating Speaking into CLIL Lessons by Louise Desmier
- What are the qualities of a good speaker?
- What speaking activities does she recommend for a CLIL lesson?

Class questionnaires

- Divide the class into two groups.
- Give each group a different set of between 5-10 items of target language.
- Each group make up questions using each item of TL and each member of the group writes them down.
- Form pairs with one member from each group to ask each other their questions.
- Students go back to their original groups to share their answers.
- Each group make sentences about what everybody, most people, some people, etc. from the other group answered.

Pass my Paper

- Give students a piece of A4 paper and ask them to write their name at the top.
- Students pass their paper to the student on their left.
- That student writes a true sentence about themselves or the world using 1 item of the target language.
- Then they pass the paper to the next student who writes another sentence with the target language.
- Continue until the student gets their paper back with sentences written by the other students in their group / class.
- Students try to find who wrote each sentence by asking the other students.
- When they find the person who wrote the sentence, they ask 2 more questions about it and write that student's name next to their sentence.
- Students report back what they found out to the whole class.

Post-it Notes

- Give each student 3 post-it notes.
- On each post-it note they write a true sentence using the target language.
- When they have finished writing, they stick their post-it notes on the board.
- They then come to the board and take a post-it note written by another student and try to find them by changing the sentence into a yes / no question to ask the other students until they find the person who wrote it.
- They ask that student 2 more questions about their sentence, then write that student's name on the post-it note. Stick it on themselves and take another.
- They report back what they found out to the whole class.

Working Memory Challenge

- Students go through their notes and choose 6 sentences they want to learn and write them on a piece of paper
- Form pairs to exchange papers
- Partner reads the first 2 sentences to their partner to repeat back
- They then read the first 3 sentences for partner to read back
- Continue until both students have repeated back all 6 sentences they wrote.

Firing Questions at an Expert

- Procedure
- 1. Tell your learners the topic of the lesson.
- 2. Give them 2 minutes thinking time to decide what they would like to know about this topic and to think of questions. They can take notes.
- 3. Give them a time limit for asking their questions, e.g. 3 minutes. Ask a learner to be the time-keeper.
- 4. Ask them to fire the questions at you, the teacher/expert.
- 5. Invite another student to become the class expert for the other students to ask them questions about their topic.

Find Someone Who...

- 1. Prepare a list with 5 to 10 “Find-someone-who” statements that relate to your current topic.
- For example, if you want to revise a math unit about functions, list instructions such as “Find someone who... can list 3 types of functions”, or “Find someone who... can sketch a sinus curve”, or “Find someone who... can calculate the inverse function of...”.
- 2. Hand out the list with the statements and tell the students that they are going to interview their classmates.
- The goal is to find someone who can do one of the tasks.
- The person signs their name on the list if they can solve the problem/answer the question.
- They can sign only ONCE on the same list. This makes learners change partners.
- 3. Set a time limit (or provide a prize for the first student to collect the required number of signatures).
- 4. Go over the results in the plenary.

Note-Taking Six Squares

- Procedure This task is suitable for note-taking on a teacher talk, a video, or a spoken text.
- 1. Tell your learners to fold an A4 sheet to form 6 equal squares. Then tell them to unfold it.
- 2. Stop the video/talk at regular intervals (5-10 mins, depending on the age and language level of your learners).
- 3. Tell your learners to take bullet-point notes on whatever they want to remember about the information they have just heard in the first square.
- 4. Repeat steps 2-3 for the second/third/etc. square. Optional step
- 5. Have them retell the content of the talk/video/spoken text with a partner. They go ping-pong, i.e. person A talks about square 1; person B listens and adds. Then person B talks about square 2; person B listens and adds – till they have covered all the squares.

Gapped Mind-Map

- 1. Prepare a mind map with gaps featuring key vocabulary from a text or topic.
- In class
- 2. Invite your learners to fill the missing words in the gaps. They can work in pairs or on their own.
- Students present their completed mind-maps.

Visual to Text to Visual

- Form 2 groups (group A and group B).
- Give each group a graph or other visual to write a description of.
- Form pairs with partners from each group.
- Student A reads their description of their graph or visual.
- Student B draws the graph or visual according to the description.
- Student B then reads their description of their graph or visual.
- Student A draws the graph or visual according to the description.
- Students compare their drawings with the original graph / visual.

Speed Dating with Time Limit

- **Before class**

1. Prepare questions for revision.

In Class

2. Invite your learners to sit in two rows (or an inner and outer circle) facing one another.
3. Assign a letter (A/B) to each row/circle.
4. Ask a question.
5. Have the As and then the Bs talk for 1 minute. Alternatively, ask them to discuss your question together for 2 minutes.
6. Now it is time to move to the next date! Bs move on one person. As stay put.
7. Ask the next question.
8. Repeat steps 3-7 for all your questions.

Pyramid discussions

- Sometimes referred to as 'think/pair/share', this type of speaking task is structured in three phases:
- Beginning with the learner thinking on their own,
- Moving to a phase in which they discuss ideas with a partner,
- Then to groups of 4, 8, etc.
- To a final phase in which ideas are shared as a class.
- This technique might be a good way to prepare students for whole-class discussions.
- It also gives the teacher more opportunities to monitor and observe language use in different pairs and groups.

Dictogloss

- Select text suitable for dictogloss exercise
- Read the text to the class at natural speed with natural pausing
- Students write down what they can
- Form pairs to compare what they have written
- Double the pairs into groups of 4 to compare again
- Double the group sizes again and again until the whole class is comparing what they've written
- Compare the students final version with the original

Stop the teacher from talking

- Board IRF
- Ask students if they know what it stands for
- Board: Initiate, Response, Follow up
- Explain that this follows the usual stages of speaking between teacher and students in the class
- Elicit who usually does each stage (initiate = T, response = S, follow up = T)
- Ask students who should be speaking more in a language class (=Ss)
- Discuss how the IRF stages can be changed (by students doing more initiating and following up)
- Explain: T will initiate the conversation by asking a student a question and other students need to ask follow up questions and continue the conversation with the aim of stopping the teacher from speaking for 5 minutes (or whatever time limit)
- If the students don't speak for more than 10 seconds during the activity, the teacher will join in and that round will be over
- For the second round, invite a student to initiate the conversation and continue as above.

Just a Minute

- Form two teams (A+B)
- Team A goes first
- Assign a topic and choose a speaker from team A to start talking about the topic
- They need to try to speak about the topic without hesitating or repeating information for 1 minute
- If the other team think the speaker has hesitated or repeated information, they can challenge
- If the referee (teacher) agrees, the challenger takes over and tries to talk about the topic for the remaining time.
- The student that is talking when 1 minute is completed wins 1 point for their team.

Sources:

- **Teaching English to Speakers of Other Languages**
David Nunan (Taylor and Francis, 2015)
- **Teaching and Learning in the Language Classroom**
Tricia Hedge (OUP 2000)