Teaching Orals
How to Create a Speaking Skills Program for your Students

Adrian Pauley
The Challenge...

Speaking to a group is one of the greatest of human fears.

Asking most students to speak to their class is putting them in front of the worst audience they will face - ever.
Old Approach

Set Assignment
-Criteria

Student Performs Assignment

Teacher Assessment
- feedback
New Approach

Examine Components
- class exercises

Practise Delivery
- ‘stand & speak’ exercises

Set Assignment
- Criteria

Student Performs Assignment

Teacher Assessment
- feedback
What students need...

Correct Environment

Non-Threatening Activities

‘Normalise’ Standing & Speaking

Clear expectations & assignments
What students need to know...

One message

Structure –
Opening/Body/Concl

Writing to speak

Preparation techniques

Speech notes
The experience...

“It is easier to take a student from a ‘C’ to an ‘A’ in English by concentrating on their oral skills rather than their written work.”

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Spoken Communication

Verbal
• Words, phrases, sentences

Non-Verbal
• Vocal
• Visual
- Verbal: 7%
- Vocal: 38%
- Visual: 55%
Aim for a style that is conversational, but

ENLARGED

not

COMPRESSED
Your Voice

Volume
Tone
Rate
Articulation
Inflection
Emphasis
Pause
VISUAL ASPECTS

Dress/Grooming
Posture/Stance
Gestures
Movement
Facial Expression
Eye Contact
Visual Aids
Remember the importance of eye contact...
Always LOOK at your audience when you say ANYTHING
**WRITTEN**
- Formal
- Avoid
- Irrelevant
- 100%
- Can't use

**SPOKEN**
- Informal
- Use
- Important
- 7%
- Refer

*Language*
*Repetition*
*Sounds*
*Words*
*Surroundings*
Q? Great Time?
HANG GLIDING

- Great Sport
- Great Scenery
- Great Socialising

**SPORT**
- Fitness
- Outdoors

**SCENERY**
- Beach – Byron Bay
- Cross-country – 50k+

**SOCIALISING**
- Adventure-lovers

*If you like Adventure
Nature
Having a great time
Try HANG GLIDING!*
Adventure
Fun
Great Time
Dressing up a speech
Devices for Speech Writing
Metaphors & Smiles
Alliteration
Onomatopoeia
Pun & Rhyme
Catchphrases
Juxtaposition
Triplets
Past
"In the past..."

Present
"Today..."

Future
"In the future..."
"So, that's why I said..."

"Why, just the other day..."

"This is because..."

"This is because..."

"I think/feel/believe..."
## 3 Unit Learning Matrix

<table>
<thead>
<tr>
<th>Speech Type</th>
<th>Openings</th>
<th>Conclusions</th>
<th>Voice</th>
<th>Body Language &amp; Visual Aids</th>
<th>Writing to Speak</th>
<th>Devices</th>
<th>Audience Analysis</th>
<th>Speech Material</th>
<th>Speech Planning</th>
<th>Use of Notes</th>
<th>Preparing to Speak</th>
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<tbody>
<tr>
<td>Informative Oral</td>
<td>Shock Question</td>
<td>Reinforce</td>
<td>Pace Emphasis</td>
<td>Stance Eye Contact</td>
<td>Simpler, more</td>
<td>Metaphors</td>
<td>‘Gap’ analysis</td>
<td>A Creative Approach Support Material</td>
<td>Planning an Informative Oral</td>
<td>Using Minimal Notes</td>
<td>Techniques to minimise nervousness Correct Preparation</td>
</tr>
<tr>
<td></td>
<td>Promise</td>
<td>Key Information</td>
<td>Pause Emphasis</td>
<td>Stance Eye Contact</td>
<td>direct language that sounds like you speak</td>
<td>Similes Alliteration Signposts</td>
<td>‘Gap’ analysis</td>
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<td>Story Telling</td>
<td>Create a Link</td>
<td>Share</td>
<td>Volume Inflection Articulation Tone</td>
<td>Facial Expression Gestures Visual Aids</td>
<td>Use of repetition and sounds</td>
<td>Onomatopoeia Triplets</td>
<td>Anecdotes Stories</td>
<td>Story Telling Techniques</td>
<td>Review</td>
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<td></td>
<td>Special Effects</td>
<td>Personal Learning</td>
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<td>Persuasive Oral</td>
<td>Quotes</td>
<td>Call to</td>
<td>Review for Persuasive Use</td>
<td>Movement</td>
<td>Immediacy</td>
<td>Catchphrases Rhyme Pun</td>
<td>‘WIIFM’ analysis</td>
<td>Components of a Persuasive Presentation</td>
<td>The Persuasive Speaking Formula</td>
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