

# AGENDA



State of Israel  
Ministry of Education  
The Pedagogical Secretariat  
Languages Department  
Inspectorate for English  
Language Education

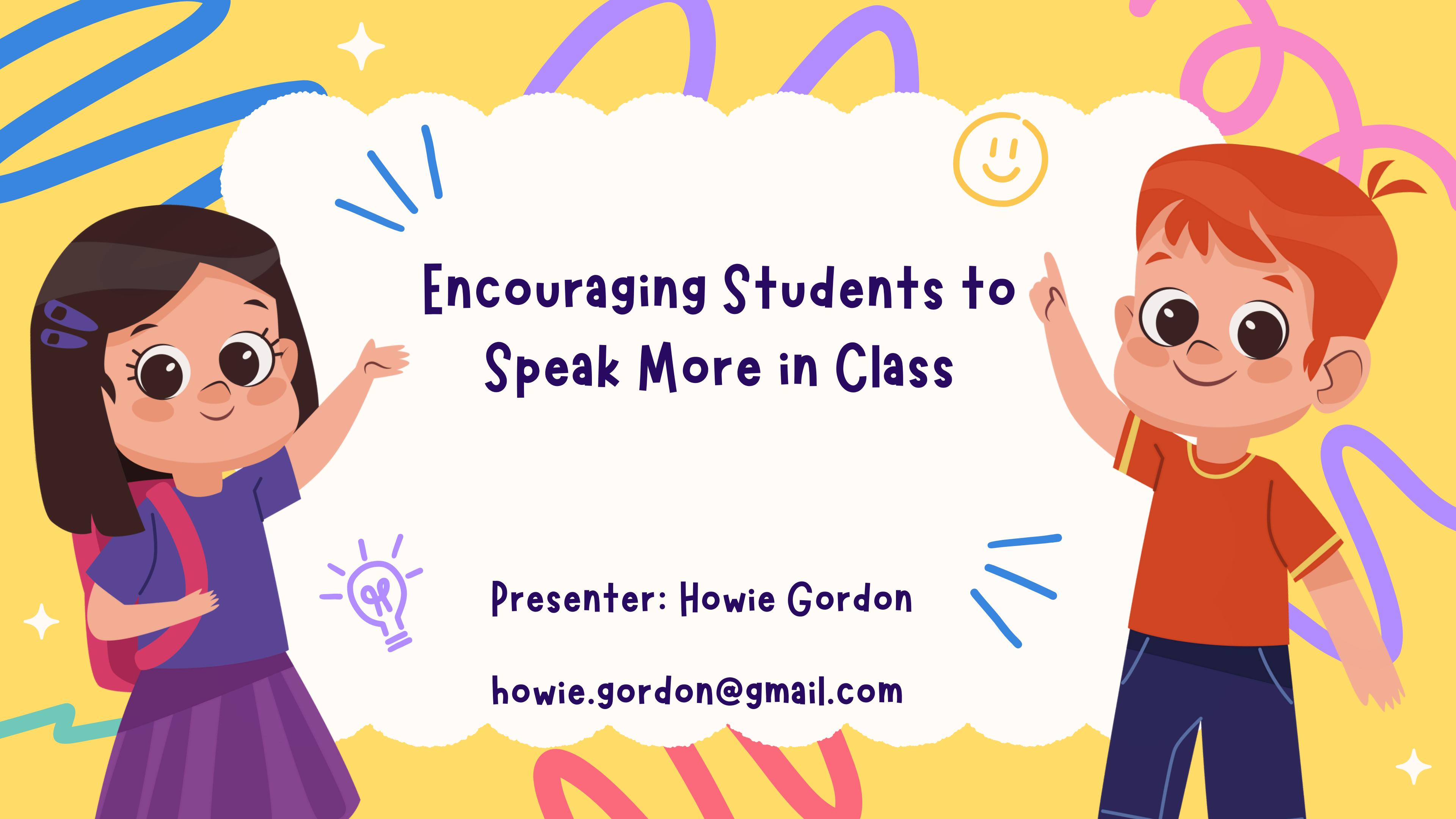
**17:30–17:40: Introduction with Dr. Tziona Levi**

**17:40–18:05: Ready Steady Write with Penny Ur, O.B.E.**

**18:05–18:35: ROOTS Writing Project with Dr. Nicole Broder**

**18:35–19:00: Voices Up with Howie Gordon**





# Encouraging Students to Speak More in Class

Presenter: Howie Gordon

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## SESSION GOALS

By the end of the session, teachers can:

- Learn why young learners need LOTS of speaking
- Try practical speaking activities
- Use tools for informal, low-stress assessment, engaging activities

# INTRODUCTION

Selected Few  
Many voices

Listen,  
React,  
Respond

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## WARM-UP:

"When do your students speak the most?"

Please write in the chat...





## WHAT IS ASSESSMENT WITHOUT TESTING?

Assessment happens during learning — not after.

Based on observation

Helps teachers adjust teaching

Positive + supportive

Ongoing, low-pressure



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# WHY SPEAKING MATTERS

Young learners learn by:

**Talking and doing**

**Trying & Making mistakes safely**

**Hearing themselves and others**





## THEORY SNAPSHOT

Krashen says that students learn and speak better when they feel relaxed and safe.

Less stress = more language.

More pressure = less speaking.

So, we want speaking tasks that are fun, meaningful, and NOT tests





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## THEORY SNAPSHOT

Vygotsky believed that children learn best when they interact with other people – teachers, peers, parents, or more capable classmates.

This is especially important in language learning.



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## SPEAKING RICH ACTIVITIES

### Micro-Conversations

(2–3 minutes at a time)

Example topics:

- “What did you eat this morning?”
- “What’s your favourite animal and why?”







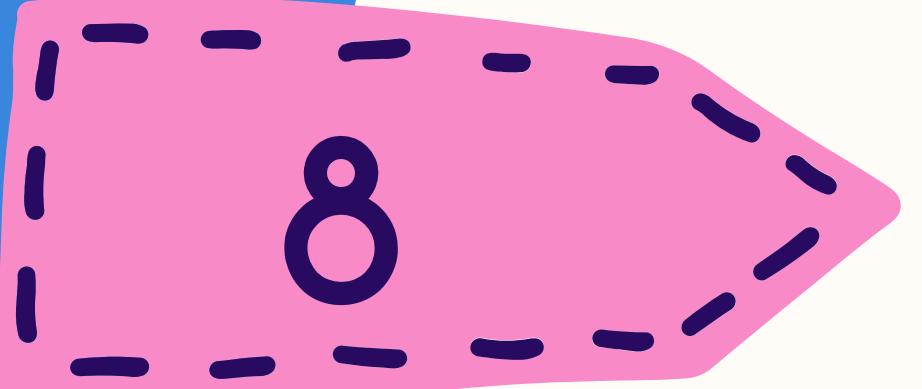
# TALKING CARDS

Activity:

Students choose or receive a picture card and must describe it, ask a question about it, or tell a story.







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# ROLE-PLAY ROTATIONS

Examples:

At the store  
At the doctor  
Ordering food  
Asking for help

Students rotate roles every 60–90 seconds →  
lots of repeated speaking.



Creating immersive, English-only environments in your classroom is a powerful way to foster real-world communication and oral fluency. You're already using fantastic scenarios like airports, fashion shows, and restaurants—these simulate travel and daily life in an English-speaking country.



*Fashion*



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## 10-SECOND TALKS

Each child speaks for only 10 seconds about a simple topic.  
Removes pressure. Builds fluency slowly.

Pupils or puppets speak.



# Speak English Everyday!



## Permission/Requests

May I go to the bathroom?  
Can I open the window?  
Can we begin?

Can you help me?  
Can I borrow...  
Can I work together  
with another student?



## Understanding



Please help me with this...  
Open your books on page...  
Be quiet and raise your hands...

I forgot my book.



## Reactions

Today we will start with...  
Please sit down  
Please stand up

Please look at the board  
Copy into your notebooks



## Instructions

Work with your partner  
Close the door please.  
Clean the board please

Pick up your chairs.  
Clean the papers  
around you



# Round 1/5

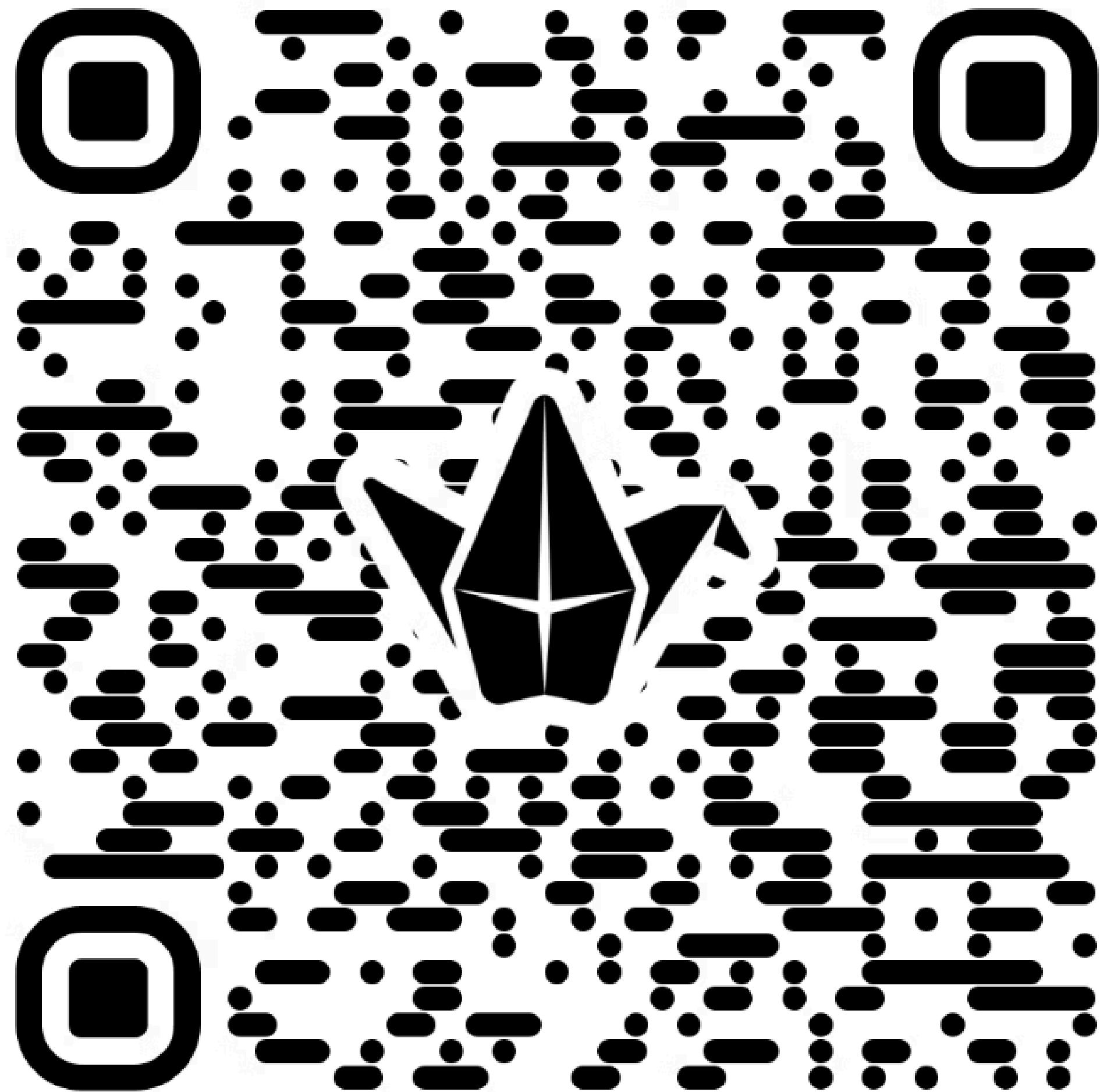




## EXIT-TICKET VOICE NOTES



Activity:  
Students record a 5–10 second message on:  
“What did you learn today?”  
A very natural, stress-free speaking assessment.  
This can be done in Padlet or Google Classroom.



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## LAST BUT NOT LEAST – SINGING

Singing is not just “fun” – it is one of the most effective ways to help young learners speak more English with confidence, fluency, and joy.

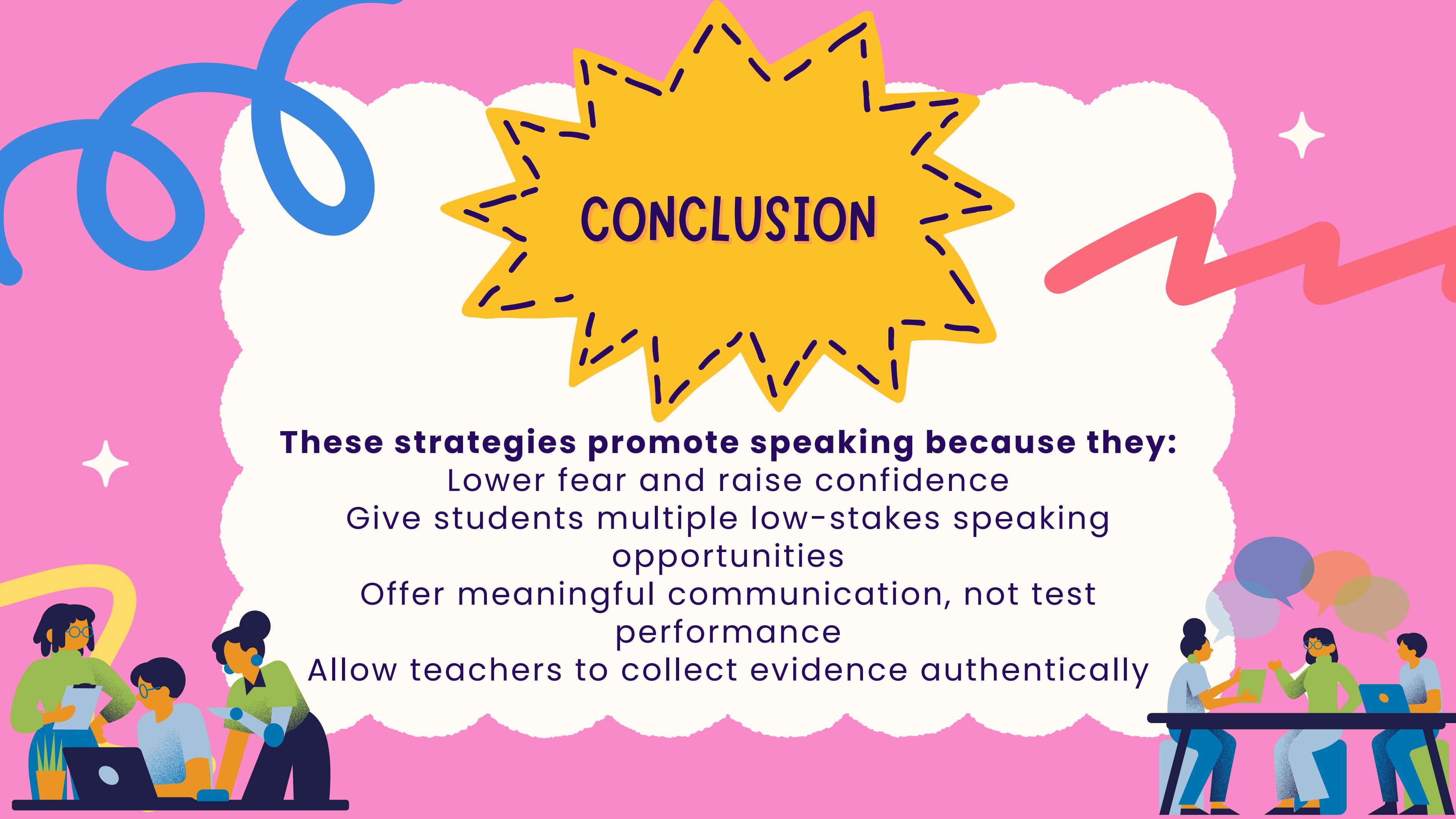
For many children, singing is speaking made easier.



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- Singing lowers anxiety (**Krashen**)
- Singing is social (**Vygotsky**)
- Singing builds pronunciation, rhythm & fluency
- Singing increases repetition (without boredom)
- Singing builds memory
- Singing is a safe “pre-speaking” stage
- Singing supports multilingual students
- Singing is perfect for “assessment without testing”





# CONCLUSION

**These strategies promote speaking because they:**

- Lower fear and raise confidence
- Give students multiple low-stakes speaking opportunities
- Offer meaningful communication, not test performance
- Allow teachers to collect evidence authentically

# CONCLUSION

**They represent assessment without testing because:**

Speaking is observed, not tested

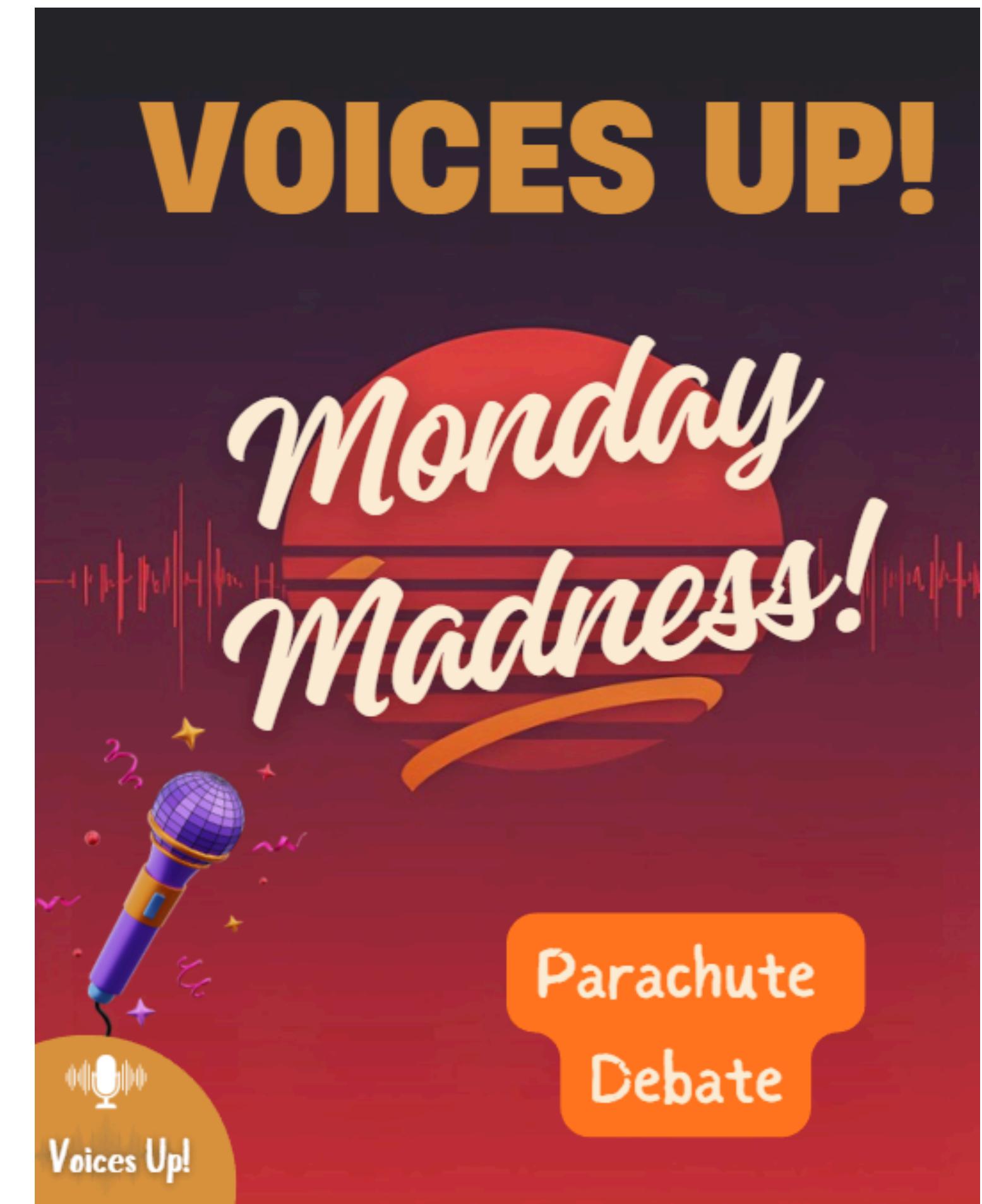
Feedback is short, positive, and ongoing

Kids don't even know they're being assessed



|                             |                            |                              |                             |
|-----------------------------|----------------------------|------------------------------|-----------------------------|
| 1. <u>Intro</u>             | 5. <u>Daily English</u>    | 9. <u>Dig into Digital</u>   | 13. <u>Parachute Debate</u> |
| 2. <u>Q &amp; A</u>         | 6. <u>Immersion</u>        | 10. <u>Verbal Reflection</u> |                             |
| 3. <u>Shared Padlet</u>     | 7. <u>Learn in Tune</u>    | 11. <u>Gamification</u>      |                             |
| 4. <u>Existing programs</u> | 8. <u>Reader's Theatre</u> | 12. <u>Story Dice</u>        |                             |





THANK YOU  
FOR WATCHING