

AGENDA

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: R00TS Writing Project with Dr. Nicole Broder

18:35-19:00: Voices Up with Howie Gordon



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





Encouraging Students to Speak More in Class

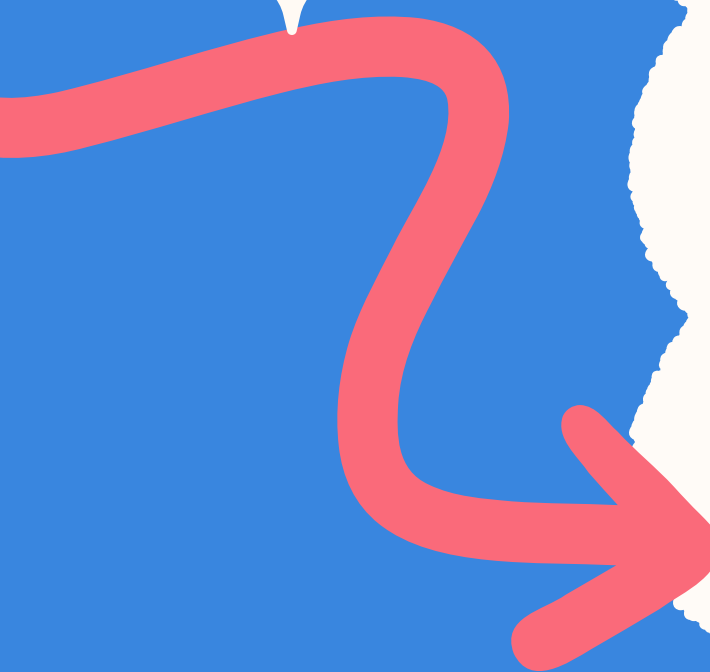

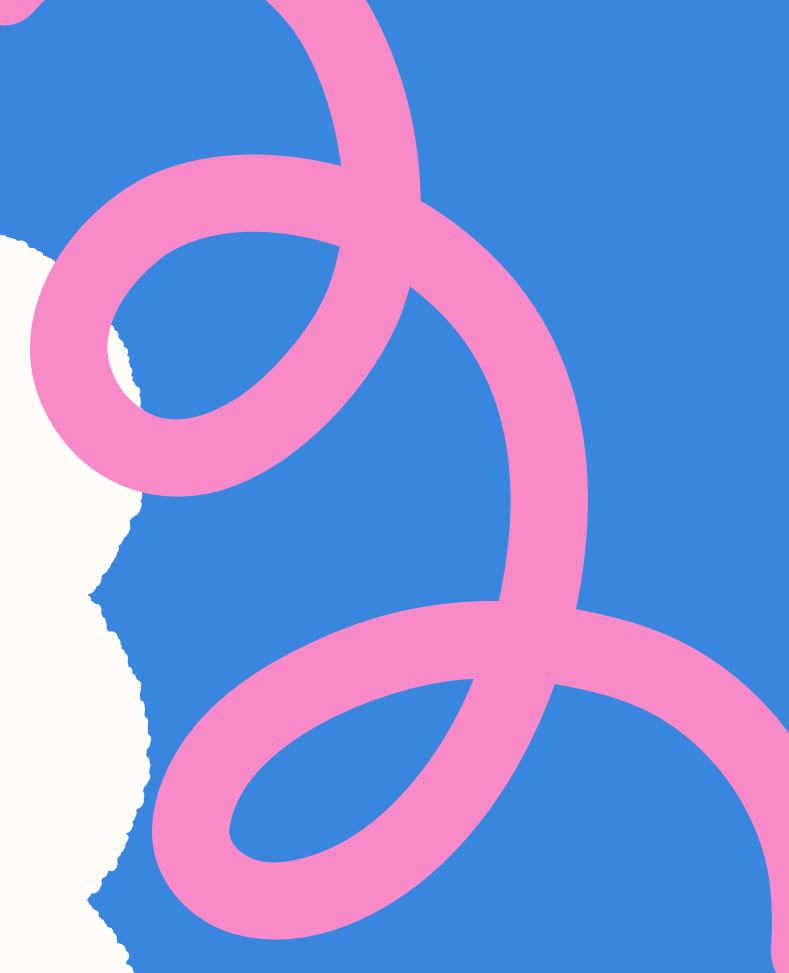

Presenter: Howie Gordon

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SESSION GOALS

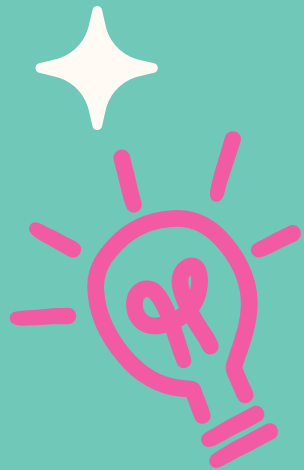
By the end of the session, teachers can:

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

Selected Few
Many voices

Listen,
React,
Respond



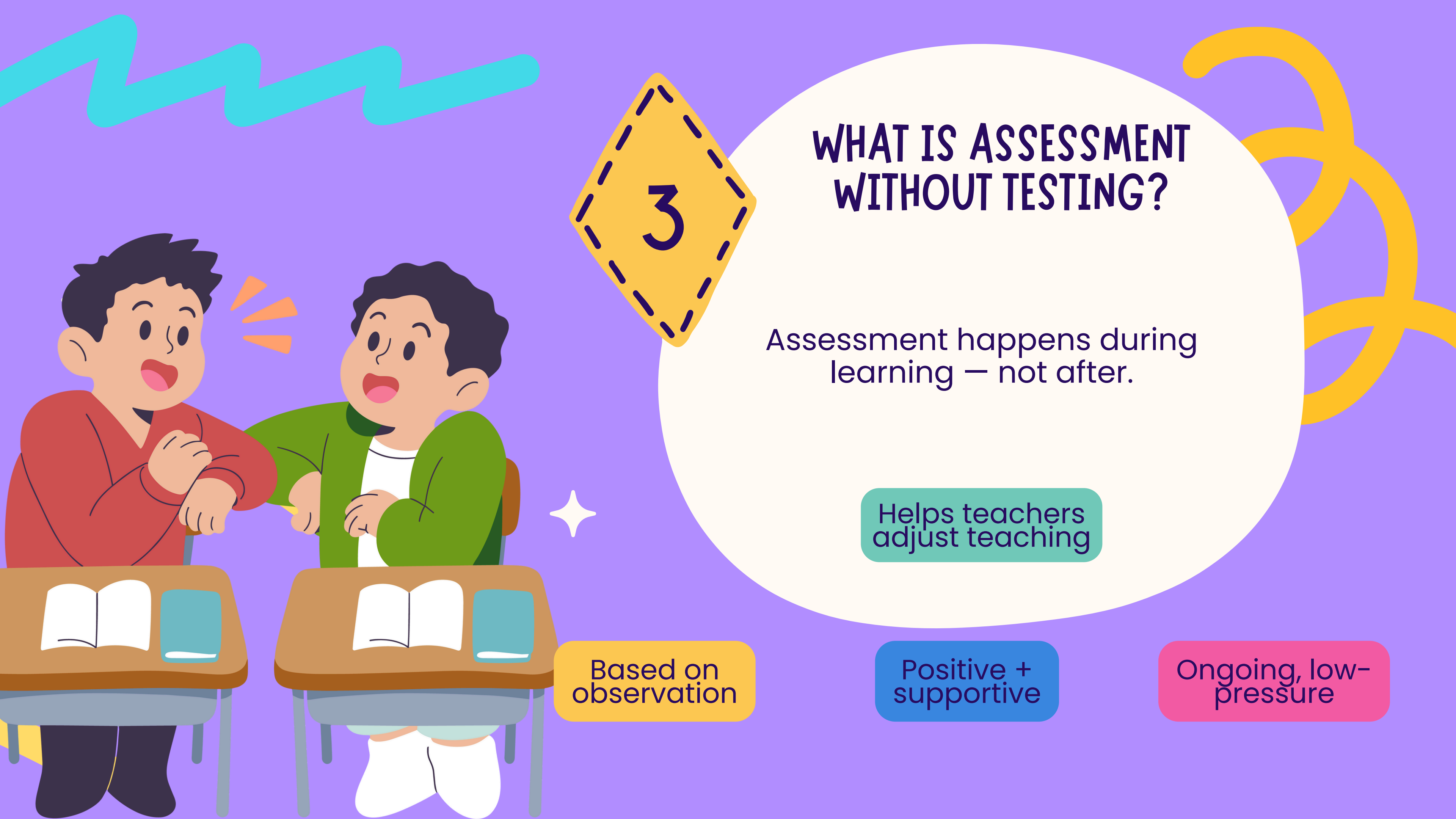
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WARM-UP:

“When do your students speak the most?”

Please write in the chat...





3

WHAT IS ASSESSMENT WITHOUT TESTING?

Assessment happens during learning — not after.

Helps teachers adjust teaching

Based on observation

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





5A

THEORY SNAPSHOT

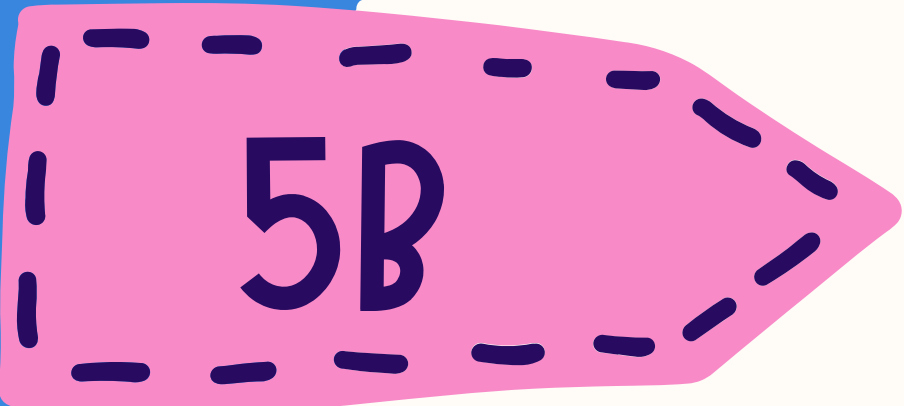
Krashen says that students learn and speak better when they feel relaxed and safe.

Less stress = more language.

More pressure = less speaking.

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





5B

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?”





7

TALKING CARDS

Activity:

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







8

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



9

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





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EXIT-TICKET VOICE NOTES

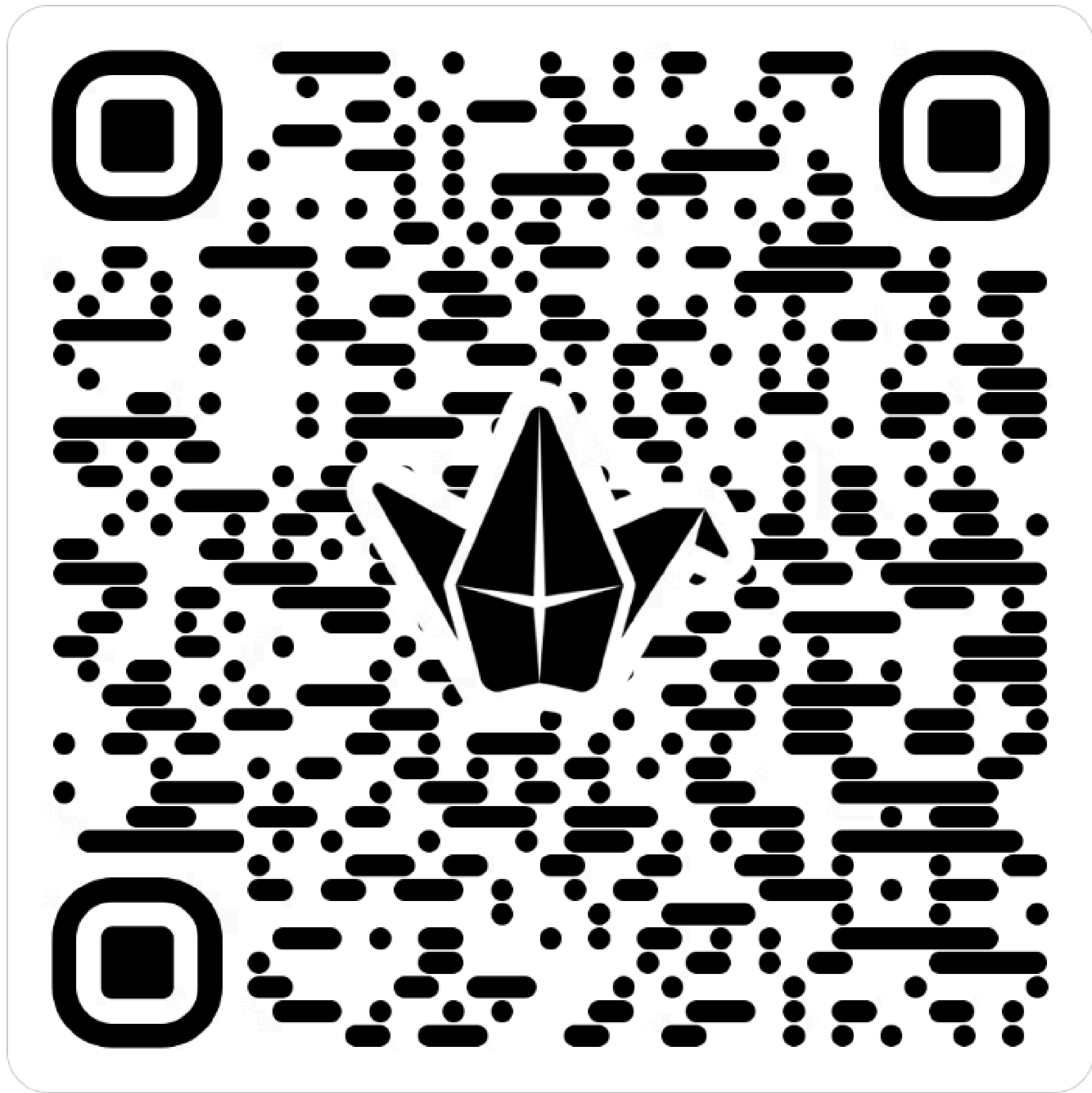
Activity:

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.



11

- 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 & 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