

Appendix 3 - Activities/Strategies/Methods for Improving Oracy in Learners

Task	Short overview	Resources	Time it takes
Verbal games	<p>Regular incorporation of verbal games as below</p> <ul style="list-style-type: none"> ● Verb charades <ul style="list-style-type: none"> ○ Create a bank of cards with verbs specific to vocation (or for English, any verbs) ○ Students get into 2 groups ○ A student from group 1 picks a card and mimes the actions of the verb ○ Their teammates answer within 60 seconds (can be adapted); if it's not guessed in that time, the other team can guess ○ Teams take it in turns; scores tracked on whiteboard ● Exemplification <ul style="list-style-type: none"> ○ Use this link for GCSE English example and instructions ● Quizzes with buzzers <ul style="list-style-type: none"> ○ Each team receives a buzzer (or uses an app on phone) ○ Quiz questions asked ○ Students buzz in with answers ○ Teacher keeps score 	<ul style="list-style-type: none"> ● Verb charades <ul style="list-style-type: none"> ○ Bank of vocation-specific terms ● Exemplification <ul style="list-style-type: none"> ○ List of up to 10 terms ● Quizzes with buzzers <ul style="list-style-type: none"> ○ Buzzers or buzzer apps on student phones ○ Quiz questions 	Variable, up to 20 mins

<p>Assigning experts</p> <p>Expert cards</p> <p>Choosing who they pass it on to</p> <p>Collaborative approach</p>	<p>A student who is showing a lot of promise or advanced skills with a particular area is assigned to be the "expert". Learners can direct questions to the expert, the expert can demonstrate the skill, or even take a small group from the class to help them.</p> <p>A more detailed example can be found by clicking here</p>	<ul style="list-style-type: none"> • None needed • Planning will depend on the extent to which you use the expert 	<p>Depends but can be used throughout the lesson and doesn't need to be a dedicated task</p>
<p>Discussion leader</p>	<p>Assign a student who is a confident speaker the role of "discussion leader". When the group is having discussions or just asking and answering questions in class, the role of this student is to encourage students to answer, get them to expand on their answers, ask further questions etc. This gives them an additional skill of being supportive as well as improving the confidence of others.</p>	<ul style="list-style-type: none"> • None 	<p>Can be used throughout, as and when</p>
<p>Creating an environment to support development of student oracy</p>	<p>Follow this link to find the guidelines</p>	<ul style="list-style-type: none"> • Various depending on tasks from guidelines 	<p>More about creating a positive and supportive environment to encourage oracy than one specific task - so used throughout.</p>

<p>Challenging vocabulary</p> <p>Glossary -</p>	<p>7 mobile Apps that will help to dramatically increase learners vocabulary.</p>	<ul style="list-style-type: none"> • These resources are: • Vocabulary.com. • powerVoca. • Magoosh Vocabulary builder • A word a Day Widget • 7 Little words • Word to word • Words with friends • Penny Dell Crosswords. <p>These can be found on the link below:</p> <p>https://www.inc.com/minda-zetlin/7-mobile-apps-that-will-dramatically-increase-your-vocabulary.html</p>	<p>Can be used as a starter, a plenary or both.</p>
<p>Sentence stems from Bob - non-specific</p> <p>Could be developed into question wall</p> <p>A series of universal sentence stems designed to improve the quality of</p>	<p>Clarifying</p> <p>Could you give me your thesis in one sentence?</p> <p>Is it your position that...</p> <p>To be clear, you're saying that...</p> <p>I'm confused when you say Z, Can you elaborate?</p> <p>Paraphrasing</p> <p>Put another way, you're saying...</p>	<ul style="list-style-type: none"> • Allocating roles to group discussion? • Questioning in class - teacher to student or student to student. 	<p>Could be asking one or two questions, or could be used for a whole-group discussion, so time could vary.</p>

<p>questioning and classroom discussion,</p>	<p>So you're saying that...</p> <p>Is it fair to say that you believe...</p> <p>I hear you saying that...</p> <p>Agreeing</p> <p>I agree with Y because...</p> <p>Z's point about X was important because...</p> <p>The evidence for Z is overwhelming when you consider that...</p> <p>X and I are coming from the same position.</p> <p>Despite disagreeing about Y, I agree with Z that...</p> <p>Disagreeing</p> <p>I see it differently because...</p> <p>The evidence I've seen suggests something different.</p> <p>Some of that is fact, but some of it is opinion as well.</p> <p>I agree that Y, but we also have to consider that...</p> <p>We see Z differently.</p> <p>Building On</p> <p>Y mentioned that...</p> <p>Yes—and furthermore...</p> <p>The author's claim that Z is interesting because...</p> <p>Adding to what X said,...</p> <p>If we change X's position just a little, we can see</p>		
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	<p>that...</p> <p>Summarizing</p> <p>Overall, what I'm trying to say is...</p> <p>My whole point in one sentence is...</p> <p>More than anything else, I believe that...</p>		
Tarsia puzzle maker	Could be formal/informal, synonyms/subject terminology.		
Talking roles/discussion roles from Kerry	Scaffolded discussion.	<ul style="list-style-type: none"> • Allocated roles for group discussion on card or IWB. • Sentence stems to facilitate "performance". 	