Module: Speaking (Advanced or Academic ESOL)

Lesson Title: Addressing Your Audience

Objectives and Standards

Students will:

- Students need to understand that there are different ways to speak to different audiences, depending on purpose. Being able to adapt to context and task appropriately will enhance students' confidence and ability to meet personal goals.

Standards

This lesson supports the following standard(s):

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials

- *Oral Presentation Feedback* handout (or self/student-created rubric)
- *Active Listening Handout*
- Video player, white board, or LCD projector/computer/speakers for playing videos
- Short videos of interest to students

Resources for Teachers

For more information on teaching speaking skills, please see:

- Gan, Z. (2012). Understanding L2 speaking Problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. Australian Journal of Teacher Education, 37(1), 3. http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1667&context=ajte
- Common Core Conversations: http://www.commoncoreconversation.com/esl-resources.html#sthash.ChOs7g4o.dpbs
- iRubric: ESL Oral Presentation Rubric. RCampus. http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=R3ABX9

Note: Please see attached rubric at end of this lesson for a detailed rubric that can be altered to suit your classroom needs.

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see
https://lincs.ed.gov/publications/pdf/applyingresearch.pdf for additional information about explicit
instruction.

Overview

It is important that students understand that being able to use speaking conventions to appropriately target your audience is an important skill in daily life. This lesson will have students practice their speaking skills, as well as identifying purpose and task.

Process

Step 1: Activating Background Knowledge

- Provide students with ample opportunities to reflect, early in the lesson, on what they already know.
- Provide students with a handout (see sample attached at the end of this lesson). Explain to them that they will be watching a series of videos. They will be completing a handout for each video watched. Be sure to choose videos that are short, so if needed, you can replay them.
- Show videos of varied types of speech styles. For example: a newscast, a speech, an interview (20/20 or TMZ both use interview style), a YouTube video, etc.
- Model the process that you want students to use when completing the form using a think-aloud.
- After watching videos, have students work in pairs or small groups. If students do not have the vocabulary to address the purposes, they will learn this through the process.
- Have groups report out to the class. Create a list on the board.

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning: why you are teaching them this skill, how it will help them be successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

- Explain to students that good oral communication is important for life and work. It is equally important that they understand for each audience and purpose they address and that there are specific conventions of communication to which they should adhere.
- In addition to the types of communication styles from your intro videos, elicit other options from students, including audience and purpose.
- Have your students rank the types of communication in order from "most important to learn" to "this is not important for college/career." This is a reflective assessment task that will help you plan future lessons.

Step 3: Modeling

Model what you want students to be able to do. For this strategy, it is best if you have access to a projector screen so the text and the marks you will demonstrate can be viewed by students. If you do not have access to this, prewriting the text on newsprint will work.

- Give students a list of items to write about (mostly personal at this point). For example, have each student make a brief self-introduction, sharing information such as: their name, where they live,

where they were born, composition of their family, job description, and main interests. Prepare a similar speech about yourself to share with students.

- On slips of paper, write each of the communication purposes listed in the chart. On separate pieces of paper, write each of the types of audiences on the chart. Have students choose a purpose and audience blindly, write their narrative accordingly and present to class. Please be sure to model. Perfection is not the intention for this modeling exercise.
- Work with students to design a rubric based on the videos they watched and the short speeches they gave (or use a predesigned rubric such as those that are part of this lesson).

Step 4: Practice Opportunities.

Provide students with opportunities to practice.

- Similar to the modeling activity above, provide students with one topic. You do not need to be as prescriptive with this topic; students should decide what information they want to share with the audience that they choose. Working in teams (2-4), have students create a short informal presentation for the class. If you choose to focus on one particular type of speech (persuasion) you could have opposing teams (i.e. education should be free, education should have a fee) who would share the presentation and the class could vote.
- Play a video clip of your choice that is of interest to students. If possible, print the script from the video and ask students to rewrite it and present it with the intention of targeting a different audience and having a different purpose.

Step 5: Student Independent Application, Reflection, and Self-Assessment.

- Have each student create a 2 minute podcast (or video or presentation if technology is not available). Have students select a topic, research it, write about it as a guide for speaking, and create an end product. Have students choose the type of speech they would like to practice (persuasive, informative, etc.). Have the class score the presentation. You may wish to use one of the rubrics used in the lesson or one which you or the students have created.

[1]Oral Presentation Feedback

	4	3	2	1
Eye Contact	The speaker is looking at the audience almost all of the time. The speaker makes direct eye contact with most of the members of the audience at some point in the talk.	The speaker is looking up for most of the talk. The direct eye contact with members of the audience is sporadic.	The speaker looks at the audience part of the time. When looking up, there is little direct eye contact with members of the audience.	Most of the time, the speaker is not looking at the audience.
Voice	Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. The speaker speaks in standard English, using correct vocabulary for the subject area and language appropriate for the audience.	A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand. The speaker speaks in standard English using correct vocabulary for the subject area.	Several parts of the talk are unclear or inaudible to some members of the audience, OR one portion is unclear or inaudible to most of the audience. The speaker occasionally speaks in nonstandard English and uses some terms incorrectly.	Several portions of the talk are unclear or inaudible to most of the audience. The speaker frequently speaks in nonstandard English and uses terms incorrectly.
Preparation	Preparation is highly evident. The speaker makes smooth transitions between parts of the talk. No delays occur when referring to the brochure.	Preparation is evident. Most transitions between parts of the talk are smooth. A small pause or two may occur during the talk when referring to the brochure.	Preparation may or may not be evident. Unnecessary delays or pauses exist in the talk or when referring to the brochure.	Preparation is not evident. The talk seems to be unorganized. Unnecessary pauses or awkward delays may occur when referring to the brochure.

[1] Intel Teach Program: Designing Effective Projects

[1]Oral Presentation Feedback

	4	3	2	1
Pace	Talk moves at natural rate and rhythm. No inappropriate pauses or silences occur.	Talk is slightly hurried or slow. Occasional gaps of "dead air" occur that do not detract very much from the meaning.	Talk is somewhat hurried or sluggish throughout, OR several noticeable pauses occur in an otherwise well-paced talk.	Talk is noticeably rushed or protracted, OR several lengthy pauses occur during the talk.
Expression	The speaker uses a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy. All expressive techniques are appropriate to the content of the talk. Techniques are not overused or overdone.	The speaker takes advantage of opportunities to be expressive. Some of the techniques are overused or overdone.	Some expressive techniques are employed at times by the speaker, but for the most part, the tone is lifeless or inappropriate.	Talk is flat. Voice is consistently a monotone. Little or no energy is used to convey feelings.
Audience Engagement	The speaker engages the audience in a natural manner through eye contact, questioning skills, and by delivering an animated presentation throughout the oral presentation.	The speaker naturally engages the audience at times during the presentation through eye contact and questioning skills.	The speaker makes some attempts to engage the audience in the presentation. Attempts are forced and do not seem natural.	The speaker does not engage the audience.

Active Listening Handout

Who is the speaker's audience?

_____

_____

_____

_____

What is the speaker's purpose?

_____

_____

_____

_____

What type of speech is the speaker using? (casual, formal, etc)

_____

_____

_____

_____

What do you notice about the speaker's body language?

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