

Contents

Note: The activities in each section are arranged alphabetically within each section.

Introduction, With a User’s Guide to Activities	xi
Acknowledgments	xiii

Part I. Developing Fluency

Conversation

3-2-1 Icebreaking , <i>Thi Ngoc Yen Dang</i>	3
At the End of the Rainbow , <i>Leticia Araceli Salas Serrano</i>	5
Conversation Champions , <i>Eleanora S. Bell (Nonie) and Amanda Strickland</i>	7
Finding Commonalities in Conversations , <i>Jacqueline Foster</i>	9
Highs and Lows , <i>Jelena Danilovic Jeremic</i>	11
Reflecting With Art Cards: Expressing Thoughts and Feelings , <i>Hisako Yamashita</i>	13
Speed Chatting Circles , <i>Heather Yoder and Nicholas Hogg</i>	15
Speed Conversing , <i>Robyn Brinks Lockwood</i>	17

Interaction

Cats vs. Dogs Debate , <i>Channing Dodson</i>	19
Circumlocution Challenge , <i>Chanchal Singh and Sohani Gandhioke</i>	21
Confidence Day , <i>Riah Werner</i>	23
Solve My Problem! , <i>Sasha Wajnyrb</i>	25
Speak 1-2-3 , <i>Alice Llanos and Amy Tate</i>	27
Speed Debating , <i>Gena Saldaña and Kisha C. Bryan</i>	29
Visualizing Ideal Second Language Classmates , <i>Yoshifumi Fukada, Joseph Falout, Tetsuya Fukuda, and Tim Murphey</i>	31

Group Work

Five Points of Contact , <i>Jason Hendryx</i>	34
Getting the Hang of Group Discussions , <i>Melinda Sayavedra</i>	36
Hot Air Balloon , <i>Anna Forehand</i>	38
Instructional Conversation , <i>Lynne Diaz-Rico</i>	40
News Groups , <i>Frances A. Boyd</i>	43
Parody Talent Show , <i>Phil Smith</i>	45
Survive , <i>Alex Blumenstock</i>	47

Dialogues and Role-Plays

English or Englishes? , <i>Andy Halvorsen</i>	50
Making Requests: Holiday Role-Play , <i>Kimberly Flynn</i>	53
Picture-Inspired Dialogues , <i>Martha Raab</i>	55
Talk Show Role-Play , <i>Katherine Miller</i>	57
What Are You Going to Do? , <i>Janine Berger</i>	59

Game-Based Learning

Bluff , <i>Gordon Blaine West</i>	61
Countdown Timer Faceoff , <i>Gordon Blaine West</i>	63
Double or Nothing , <i>Shantaya Ijya Rao</i>	65
Rubbed Out: Discussion in Mafia Games , <i>Michael Madson</i>	68
Say Something Interesting , <i>Cameron Romney</i>	71
The Say 3 Challenge , <i>Kevin McCaughey</i>	73
Un-Taboo: Modified Taboo , <i>Ildiko Porter-Szucs</i>	75

Part II. Developing Accuracy

Grammatical Task-Based Speaking

ABC Conversation , <i>Magali Arteaga</i>	79
Conditionals Creation: Expected to Absurd , <i>Elena Shvidko</i>	81
Confirming or Denying Truths and Lies With Tag Endings , <i>Cathrine-Mette Mork</i>	83
Crowdsourced Conversation , <i>Sherry Schafer</i>	85
Devil's Advocate: Teaching Students How to Disagree Politely , <i>Sara Okello</i>	87
Following Up With Follow-Up Questions , <i>Kurtis McDonald</i>	89
Follow the Leader , <i>Patricia Hart</i>	92
Let Me Ask: Yes/No Questions , <i>Phoebe Daurio</i>	94
Tag Question Collection , <i>Jesse Giacomini</i>	96

Vocabulary

I Don't Believe It! , <i>Amy Crofford</i>	98
I'm Proud to Be . . . , <i>Melissa Quasunella and Jenna Bollinger</i>	100
Name It and Claim It Game , <i>Janet Pierce</i>	103

Spell, Write, Speak, <i>Smoky Kelly</i>	105
Vocabulary Scattergories, <i>Michele Kim</i>	108

Part III. Developing Pronunciation

Segmental Phonemes

Favorite Things: Learning the Pronunciation of the Final –S Sound, <i>Jolene Jaquays and Sara Okello</i>	113
Pronunciation Practice: \v\ and \f\ Sounds, <i>Bernadette M. López-Fitzsimmons and Amanda D’Alto</i>	115
Vowel Walk, <i>Eileen Boswell</i>	118

Suprasegmental Phonemes

Focused Pronunciation Practice for Presentations, <i>DJ Kaiser</i>	120
Presenting Poetry and Prose, <i>John Schmidt</i>	122
Syllable Stones, <i>Marla Yoshida</i>	124
The Inner-Outer Circle: A Platform to Integrate Pronunciation Into Speaking, <i>Ivanne Deneroff</i>	127

Game-Based Learning

Fishing for Pronunciation, <i>Patricia Hart</i>	130
Minimal Pair Memory, <i>Patricia Hart</i>	132
Pronunciation Basketball, <i>Melinda Cuyul-Gordon</i>	134

Miscellaneous

Peer Dictation, <i>Jean L. Arnold</i>	137
Pronunciation Workouts With Print or Online Resources, <i>William Haselton</i>	139
Quote of the Day, <i>Eileen Boswell</i>	141
See It Right, <i>Charles Hall</i>	144

Part IV. Speaking in Specific Contexts

Interviews and Questioning

Class Statistics, <i>Jesse Giacomini</i>	149
Job Interviews in Pairs: Talk and Evaluate, <i>Feifei Han</i>	151
Job Interviews in Trios, <i>Vander Viana</i>	153

On Your Feet, John Schmidt	155
Reported Speech With Famous Quotations, Amber Scroggs	158
Who’s Who in My Community, Zuzana Tomáš	160
<hr/>	
<i>Oral Presentation Skills</i>	
<hr/>	
Binary Feature Assessment for Presentations, DJ Kaiser	162
Compelling Conclusions to Speeches, Lisa Leopold	165
Confronting Challenging Sentences: Station Rotation and Panel of Experts, Eileen Boswell	167
Dynamic Transitions, Raquel M. Rojas	170
Moving Beyond Body Language Basics, Lisa Leopold	172
<hr/>	
<i>Oral Presentations</i>	
<hr/>	
Movie Magic Collages, Katherine Rhodes Fields and Tamara Warhol.	175
Presenting on Public Squares as Symbols of Culture and Identity, Irene Wan	177
Simultaneous Presentations in Pairs, Wendy Sagers.	180
<hr/>	
<i>Spoken English for Academic and Professional Purposes</i>	
<hr/>	
A Poster Session, Jean Kirschenmann and Sally La Luzerne-Oi	182
Discussion and Facilitation: Leading a Presentation, Kia Dennis	185
Discussion and Facilitation: Strengthening Skills in Class Activities, Lisa Leopold	187
Elevator Pitch Competition for Environmental NGOs, Julie Vörholt	189
Group Presentation of a Community-Based Business Plan, Stephanie N. Marcotte	192
Mock Parliament: Discussing Changes in the Law, Elena Amochkina	195
The Five-Paragraph Debate, Gunther Wiest	197
Understanding the Oral Defense Process: Students as Ethnographers, Joseph J. Lee	200
What’s My Word?, Chris Banister	202
<hr/>	
<i>Young Speakers</i>	
<hr/>	
Cartoon Speaking Presentations, Janet Pierce	205
Family Survey, Robert J. Meszaros	207
Ordering Food in a High School, Melissa Quasunella and Hannah Massengill	209

Structured Sing-Along, Jeff Popko	211
The Country That I Want to Go To, Gerry McLellan	213
Vocabulary and Pronunciation Slap, Steven G. B. MacWhinnie	215
Walkie-Talkie Role-Play, Jennifer Russell	217

Part V. Speaking and Technology

Developing Fluency and Accuracy Using Technology

Angry Birds and Directions, Tingting Kang	221
Creating Mini-TED Talks to Increase Speaking Fluency, Zuzana Tomáš	223
Google Earth Field Trip, Emma Tudor	225
International Video Chats, André Hedlund	227
Lights, Camera, Action in Autos, John Schmidt	229
Shadowing Fluency, Ranwa Khorsheed	232
Smartphone Speaking, Marcella A. Farina	234
Star in a Viral Marketing Video, Sean H. Toland	237
Storytelling With Cell Phones, Robert J. Meszaros	240
Student-Generated Podcasts as Speaking Portfolio, Bitá Bookman	242
Super Selfies, Martin Cooke	245
Teaching Small Talk, Bryan Woerner	248
Video Recording on Flipgrid, Laura Giacomini	251

Developing Pronunciation Using Technology

Numbers Ping Pong With Speech Recognition, Daniel Buller	253
Pronunciation With Mobile Apps, Hoa Thi Thanh Bui	255
Sounds Like the Real Mobile Me, Stephen J. Hall	257

Spoken English for Academic and Professional Purposes Using Technology

Improving Presentation Skills With PechaKucha, Suzan Stamper	259
Online Visuals and Effective Public Speaking, Kendra Wray	262
Postpresentation: Peer Feedback and Self-Reflection With Socrative, Valeria Bogorevich and Elnaz Kia	264
Using Set Summary Phrases to Reference Outside Sources, Evelyn Pierro	267

INTRODUCTION, WITH A USER'S GUIDE TO ACTIVITIES

Welcome to *New Ways in Teaching Speaking Second Edition*!

The purpose of the New Ways series remains the same as when it began, “. . . to publish ideas written by teachers for teachers.” This is the first line of the introduction from the first edition of *New Ways in Teaching Speaking* (Teachers of English to Speakers of Other Languages, 1994, p. viii), which was coedited by Dr. Kathleen M. Bailey and Lance Savage. Also remaining the same in this specific volume is the focus on teaching speaking, an essential skill for many language learners.

Both editions contain more than 100 activities, submitted by English language teaching professionals from around the world. They volunteered to share their expertise from their perspectives as instructors in English as a second language and English as a foreign language contexts and as native and nonnative English speakers themselves. Their submissions constitute a wide array of engaging activities that have succeeded when taught in their own classrooms. Their contributions represent different approaches and techniques in language teaching in a multitude of situations. Successful instruction can occur in diverse ways (Cook, 2016), and these activities illustrate that. For ease of use, the book is organized into major categories. The sections, however, were not planned in advance for either the first edition (Bailey & Savage, 1994) or this one. Instead, the contributions from the teachers were used to determine the major categories and smaller subsections.

More than 100 brand new activities are in this new edition. They are divided into five major categories: Developing Fluency (Part I), Developing Accuracy (Part II), Developing Pronunciation (Part III), Speaking in Specific Contexts (Part IV), and Speaking and Technology (Part V).

The widespread use of technology in teaching is evident by the addition of the extensive new category Speaking and Technology, in which teachers incorporate a variety of technological tools, such as tablets, internet-connected projectors, and smartphones. These tools allow students to create podcasts, film movies, record other video or audio clips, time themselves, and more—all to improve their speaking skills while utilizing their digital literacy skills. This experience supports students' development as “effective and independent learners who can take advantage of the tools and resources for language learning in authentic contexts” (Son, Park, & Park, 2017, p. 95). In this new Speaking and Technology category, more than 20 activities are divided into three subsections. The first and largest is Developing Fluency and Accuracy Using Technology. These activities vary in their aims. Some activities concentrate on improving fluency, some on accuracy, some on both, and some can be adapted to shift the concentration. The second subsection is Developing Pronunciation Using Technology and the third is Spoken English for Academic and Professional Purposes Using Technology.

This new edition includes an expanded subsection with career-focused content. Speaking in Specific Contexts contains a subsection titled Spoken English for Academic and Professional Purposes. The new career-focused activities connect to work in business, law, and more, illustrating the value of additional instruction in

speaking even when learners' English skills reach an advanced proficiency level. In a survey completed by 229 international students, 343 domestic students, and 125 professors at a Canadian university, MacGregor and Folinazzo (2018) asked about challenges encountered by international students in higher education; "communication, language" (p. 313) was the top response from the international students' professors and native-English-speaking classmates and the third most-cited response from the international students themselves. This subsection offers activities to support these students learning and working in English.

In this new edition, there are also four entirely new subsections. Game-Based Learning and a Miscellaneous section (for teaching repeatable techniques and activities for student practice) have been added to Developing Pronunciation. In Speaking in Specific Contexts, Oral Presentation Skills includes activities to improve students' nonverbal communication, transitions, sentence-level errors, and conclusions, and a teacher assessment method. Also in Speaking in Specific Contexts, Young Speakers consists of a diverse grouping of activities intended for learners from kindergarten through Grade 12. However, some of these activities may also work well with adults. Conversely, many of the activities in other sections of the book could work well with younger learners, especially with students in middle school and high school. When read in its entirety, this book includes activities that represent students at all proficiency levels and of all ages.

USER'S GUIDE TO ACTIVITIES

Each activity is organized according to its major category and subsection and then arranged alphabetically by title. All activities state the proficiency level that is suggested for the students, the aims of the activity, the estimated time needed in class, the estimated time needed by the teacher for preparation, and the resources needed. Note that estimated times for preparation do not include how long it may take to become familiar with the activity and organize materials.

Next, each activity provides an introduction with some background information, followed by step-by-step instructions to lead students in the activity. That procedure is followed by Caveats and Options, such as any tips, suggestions, or alternate ideas about teaching or extending the activity. Some activities end with a list of references that are cited or suggested for further reading. An appendix, if included, is the final section.



This "R" stands for "Resources." This "R" icon is a sign to go to:

www.tesol.org/teachingspeaking to access valuable resources. There, the appendixes are available, including handouts, PowerPoint presentations, and more. You can also find an annotated list of Online Resources: websites that are useful for classroom teachers who want more information or materials about teaching speaking.

Following are some additional points to consider.

- Teachers know their students, context, and environment better than anyone. Please carefully preview each activity and make any necessary changes. Note that some activities may be developed for students at a certain proficiency level, but they can be adapted. As stated by van Lier, “Successful teaching is a blend of planning and improvisation . . .” (1996, p. 9). If they might work better for your students, use the suggestions found in the Caveats and Options section and use your own ideas.
- The materials and resources available to each educator vary; however, for the sake of simplicity, the activities in this book assume that all teachers have access to a blackboard or whiteboard, paper, and writing utensils. Thus, those materials are not listed as resources. Activities that list smart-phones, tablets, and other digital devices as necessary resources are found in Speaking and Technology.

Although these activities are designed for English language classrooms in an English as a second language or English as a foreign language context, some can be used to teach speaking to native English speakers and many, with a few modifications, can be used to teach speaking in other languages.

To my readers, I hope that using these diverse activities developed by language teachers worldwide encourages us to continue collaborating and supporting each other as we teach speaking in new ways.

ACKNOWLEDGMENTS

Without the contributors, a volume like this could not be created. I am grateful to the many English language teaching professionals from around the world who submitted their activities. The response to the call for contributions was tremendous, with more than 200 activities received. Even though not every submission could be published, I greatly appreciate your enthusiasm and support. Your response shows how meaningful this book is to our field.

I would like to express my thanks to those who assisted me during the editing process. Delia Russo-Savage assisted with word processing and organizing the submissions into categories. Lara Ravitch created detailed activities to increase diversity and inclusion in a submission. Valuable feedback on drafts of the Table of Contents came from Dr. Renee Jourdenais and Hisako Yamashita as well as Robyn Brinks Lockwood, who also provided steadfast support from the start. Finally I would like to thank TESOL Press for giving me this opportunity and for providing editorial support.

Julie Vorholt, Editor

REFERENCES

- Bailey, K., & Savage, L. (Eds.). (1994). *New ways in teaching speaking*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). New York, NY: Routledge.
- MacGregor, A., & Folinazzo, G. (2018, June). Best practices in teaching international students in higher education: Issues and strategies. *TESOL Journal*, 9, 299–329.
- Son, J-B., Park, S-S., & Park, M. (2017). Digital literacy of language learners in two different contexts. *The JALT CALL Journal*, 13(2), 77–96.
- van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. London, England: Longman.