

## **Interpersonal tasks / strategies:**

1. ***Use open-end tasks that allow lower and higher ability students to be successful at their level.***
2. Develop tasks that can be done in groups of 3-4 students and assess each with a rubric as they are speaking. (e.g., interviews—job, news, or other; role plays, etc.). With lower level students, there may be times when the teacher has to add to the conversation to keep it flowing.
3. When practicing for an interpersonal role play, assign random groups and roles, and spontaneous topics, to help students learn to think on their feet. Give them a time limit (e.g., 5 minutes) and tell them they must converse the entire time.
4. Practice useful question/ negotiation/ rejoinder/ conversational phrases, until students can use them automatically: “What do you think about...? Can you explain that a little more? I don’t understand. I agree/disagree. In my opinion, ... I think that... What a great idea!”
5. Teach students strategies for continuing a conversation, as opposed to just asking and answering questions (face each other, make eye contact, ask follow-up questions, agree or disagree, restate or give their opinion about what the person just said, ask for clarification).
6. Have students record the conversation on their cell phone and email you the file/video.
7. Google Voice: Have students use their cell phone to record their conversation using your Google Voice phone number/voicemail. Practice ahead of time to make sure everyone can be heard.

### **GOOGLE VOICE for Speaking Assessments:**

Students use their cell phone /class phone and Google Voice to record their speaking assessments:

- Give students a prompt on paper, give them two minutes to mentally prepare or jot down ideas, then send them in the hall to record. Everyone can call Google Voice at the same time, so there is no limit to how many students can do their assessment at one time.
- There is a 3 minute limit to Google voicemail. You could tell students they must speak the entire time. Make sure they tell their name and the assessment they’re doing.
- Google Voicemails are sent to your gmail account as an email with a sound file and can be accessed on your computer, smartphone, etc.
- Files can be played for individual students or for the whole class to self- or peer- assess.
- NOTE: When setting up GoogleVoice, in Settings, choose “send directly to voicemail”. If you don’t choose this option, your phone will ring every time a student calls.

## **Presentational tasks / strategies:**

1. ***Use open-end tasks that allow lower and higher ability students to be successful at their level.***
2. Develop speaking tasks that can be done in front of the whole class. This helps solve the problem of what to do with the other students during speaking tests and allows the teacher to grade several students immediately, using rubrics:
  - Show and Tell with an object from their childhood
  - Presentations in groups of 2-3 students over a topic related to the authentic resource
  - In groups of 2-3, students teach the class how to do something related to the authentic resource. Bring in enough props for the whole class to participate, either individually or in groups:
    - How to tie a tie (bring in ties)
    - How to make a certain food (bring in ingredients)
    - How to put on makeup (bring in cheap makeup)
    - How to make a paper airplane (bring in paper)
    - How to do a card trick (bring in decks of cards)
  - “7 Ways to\_\_\_\_\_”. Students create a short presentation, telling 7 ways to do something related to the original authentic resource. For example, if the text/video was about fashion trends, the task could be “7 ways to be (un)fashionable in (target city)”. If the resource was about technology, the task could be “7 ways to make your computer crash” or “7 ways to convince your teacher to let you use a cell phone in class”.
3. Use Google Voice for individual speaking assessments (see Google Voice section on previous page).
4. In a smaller class, each student could do an oral presentation that is related to the authentic resource, or could find an authentic resource of their own, related to the theme. This student could then conduct a discussion with the rest of the class. Teacher could grade the interpersonal component for individual students as they participate.
5. Students do a cultural comparison between the target culture and the USA, or between two target countries/cities, using the theme of the authentic resource.
6. For lower levels, students could make lists related to the theme, but have to justify or expand upon their list. For example: Travel —list items you would pack for a trip to the target country and why you would pack each item.