

## Teacher's notes

# Creating opportunities to provide feedback on speaking

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## Summary

<b>Language level</b>	B1
<b>Age</b>	Secondary, Adult
<b>Length of lesson</b>	45 minutes, plus preparation time
<b>Materials</b>	<ul style="list-style-type: none"><li>- PCs or mobile devices for the teacher and all learners/groups of learners</li><li>- Internet access</li><li>- ChatterPix</li><li>- Projector or IWB (Interactive Whiteboard) if you wish to display content to the whole class</li><li>- Introductory video: <a href="http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/">http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/</a></li><li>- Student's handout – Speaking: made-to-measure holidays</li></ul>

## Language objectives

- to give a spoken description of a made-to-measure holiday, listen to own speaking, identify how it could be improved and rerecord
- to use language relating to holidays

## Rationale

This speaking activity would complement a unit or topic on holidays and provides an opportunity for learners to practise holiday language more freely. It also provides learners with an opportunity to practise, reflect on and improve their speaking. This activity generates voice recordings, enabling the teacher to hear all learners speak and providing an opportunity to give feedback to individual learners and/or to identify common problem areas for improvement in later classes.

Learners work on their own or with a group to create a made-to-measure holiday for a family celebrating a special birthday. Learners plan how they will describe the holiday, then each learner records a description of the holiday. Learners listen to their own recordings, identify how they could improve their description and rerecord until they are happy with the result. The class then listen to a selection of recordings and select the holidays they like most.

## Preparation

Familiarise yourself with the Student's handout – Speaking: made-to-measure holidays. Identify any vocabulary that you think your learners will need to know in order to complete the speaking task.

Download ChatterPix on to any devices that the students will use (if using school-owned devices).

You might like to record a short ChatterPix video of your own – either an example response to the task, or a quick explanation of how ChatterPix works, but you can play the video here instead:

<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>

## Procedure

1. Introduce the topic by asking if any of the learners have holiday plans. Ask them a little about their holidays. Where are they going? Who are they going with? What are they looking forward to?
2. Write the following places on the board: the mountains, the beach, the city, the countryside, stay at home.
3. Tell the learners that they can choose any of these destinations for their next holiday. Ask them to get into pairs and decide which one they would like to go to and why. After a few minutes, ask a few learners to share what their partner said.



4. Tell the learners that they are going to plan a made-to-measure holiday. Give out the student's handout – Speaking: made-to-measure holidays and describe the task in Activity A.
5. Put the learners into small groups. Ask them to work together to plan the holiday. They should write notes and use the checklist (Activity B on the handout) to help them. Monitor, help, and use the checklist to focus learners on what they should include.
6. Introduce ChatterPix. If you created a video that explains how to use it, now is the time to play it. Otherwise, play the introductory video:  
<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>  
and ask learners to note down the stages of recording a ChatterPix video. Check the stages as a class:
  - a. Take photo (or choose image)
  - b. Draw a mouth
  - c. Record – up to 30 seconds!
  - d. Decorate
  - e. Watch
7. Ask learners to work individually to record a description of their made-to-measure holiday using ChatterPix (Activity C on the handout).
8. When learners have finished, refer to Activity D on the handout and ask them to watch their videos and look at their notes and checklist. Did they include everything? How could they improve their description?
9. Ask learners to rerecord their description and watch it.
10. Run whole class feedback to help learners reflect on their speaking. Ask, for example: how easy was it to include all the information?; what did you think when you watched the video?; what was easy to improve?; what was more difficult to improve?; do you have any questions about the task or the language? Where possible, provide examples of language and strategies that can help your learners with their speaking.
11. At this point you could watch a few of the videos in class and learners could decide which holiday they like best. Depending on the level of confidence of your learners, you may or may not want to give feedback on what strengths each video shows.
12. Ask learners to do a final recording in class or at home and share it with you, along with their notes on how to improve. You may already have a system for learners to share schoolwork – in this case, learners should save their video to the gallery, then upload as normal. Alternatively, you might like to use an online noticeboard such as Padlet.

## Providing feedback

Learners will already have tried to make improvements to their recording. Use the checklist from Activity B (see handout) and comment on at least one area that you think the learner has done well or improved. Then comment on one area that the learner could focus on next. You might like to keep a record so that you can remind learners of their individual goal(s) and add them to the checklist for the next time they practise their speaking.

If you can't provide feedback on all the videos in one go, watch a smaller group of videos each week to identify problem areas for all learners or groups of learners to work on in class.