Developing Oral Skills

*Jonas Sauder*

“My observation is that, generally speaking, poverty of speech is the outward evidence of poverty of mind.” Bruce Barton

1. Purpose
	1. To balance the written, quiet, private study with spoken, group, public sharing.
	2. To develop oral and aural skills—hearing and speaking are only developed by ***doing.***
	3. To develop a “ready” mind; not merely a “filled” mind.
	4. To prepare for adult “public speaking settings” such as:

Testimonies, Bible studies, Sunday school, devotional times, family gatherings, reporting on experiences or travels, giving directions or explanations…

1. Types of Oral/Aural Sharing
	1. Focusing attention and learning by ear.
	2. Answering questions or entering discussions with articulate speech.
	3. Explaining problems or questions the group is facing or trying to solve.
	4. Defining terms
	5. Giving reports.
	6. Reading aloud or reciting.
2. Settings for Speaking
	1. Morning devotions (including school assemblies).
		1. Readings: Bible, devotionals, inspirational stories & poems.
		2. Reports: Hymn histories, background to Bible events and people.
		3. Recitations.
	2. Any class period (in addition to paper/pencil work): Bible, science, history, geography,

 reading, literature, math, art, music, current events…

* 1. Provide opportunity to share orally with the teacher, another student, the class, the room,

 the student body, visitors, or in school program.

1. How & When
	1. Teacher: model examples—share your own recitations, book talks, readings, opinions, writing.
	2. Provide opportunity for children to hear excellent models, such as Bible recordings.
	3. Students share orally from assignments (their written answers/responses).
	4. Occasionally assign oral presentation/summary of routine material read for daily work.
	5. Summarize, read excerpts, or report on news or magazine or encyclopedia articles to supplement subject under study.
	6. Share from firsthand experiences such as a trip or other recent personal experience.
	7. Share results of projects, interviews, studies—such as interpreting a poster or display.
	8. Present writing to the class—“author presentation.” (Reports, creative writing, essays)
	9. Read interpretively—poetry, stories, or short selections from longer work.
	10. Assign two or more students to make a joint oral presentation, sharing or reading by turns.
	11. Summarize or re-tell stories.
	12. “Show and tell”—an excellent activity for any age.
	13. Explain and demonstrate how to do something.
	14. Have student present something orally which the group must receive and be quizzed on *without the use of any written notes.*
	15. Tips for the Timid:
		1. Sandwich their presentations between others.
		2. Have them record their presentation and be present as it is played.
		3. Have them stand beside someone who reads their own work aloud for them.
		4. Have them speak before a small group of two or three friends.
		5. Use these as steps to preparing them for more normal presentation/involvement.
	16. Oral Book Reports

 1. State the title and author of the book.

 2. Give a brief overview of the book…

 a. Who or what it is about.

1. What are some things they do/what happens.
2. What are some things the book tells about or explains.

 3. Pick something to retell or explain in detail.

 4. Read a couple sample selections aloud to illustrate #3.

 5. *Briefly* summarize the rest of the book.

 6. Tell how you liked (or didn’t like) the book, with specific supporting illustration.

 7. Tell something you learned from reading the book.

***Encourage students to “know what they have,” and be able to articulate it.***