

Recitations, Speeches and Skits

How to get the best out of your students!

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Kamimashiki-gun Recitation Contest

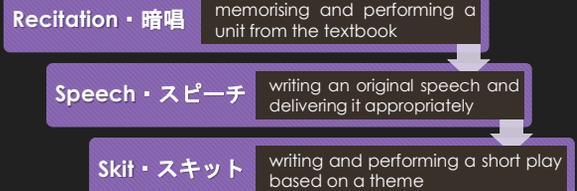


Today's Focus

1. **Reasons** why your students should take part
2. **Techniques** to help your students succeed
3. Ways to encourage **original ideas** for contests

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Definitions



Discussion ①: What's the point?

1. Why should students take part in recitations, speeches and skits?
2. Outside of English, what other benefits are there to participating?

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Personal Experience



暗唱 (とスピーチ) Recitations (& Speeches)

Improving your student's pronunciation, fluency and performance 7

Activity ①: Trading Places

Situation

The JTEs are training ALTs for a **Japanese** recitation contest.

JTEs, your goal is to make your ALT sound as Japanese as possible!

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Activity ①: Trading Places

Rules:

1. Make groups of ALTs and JTEs.
2. ALTs: Decide which part to recite.
3. JTEs: Give instructions **mainly** in Japanese.

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Discussion ②: Trading Places

- JTEs: What was it like to explain how to pronounce Japanese?
- ALTs: What did you learn about Japanese pronunciation and intonation?

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Correcting Pronunciation & Fluency

1. **Record** the model.
2. Try to ensure the model is clear.
3. If necessary, use a video link to YouTube. [\[insert link to your video\]](#)
4. Work with each group.



Skill Building

1. Pronunciation

2. Rhythm, Stress and Intonation

3. Gestures and Contextualization

4. Volume, Speed and Expression

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General techniques and tips

1. Practice **little but often**.
2. Buy a **notebook** for your students for comments.
3. Print **multiple copies** of the source.
4. Make a **digital record** of practices.
5. Ask your JTEs for **help**.
6. Make use of a **large room** if possible.
7. **Learn from** famous speeches like 'I Have a Dream'.

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スピーチ: 話題と内容 Speeches: Topic and Content

Creating an original speech which your student has an interest in

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Topic Selection

- Good topics are **interesting** and **relatable**.
- Students should use their **experiences**.
- Have students write an **outline**.
- Set **deadlines**.

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Content and Composition

- Let them write in **Japanese**, if necessary.
- Help with **English** – but don't write for them!
- **Review** basic sentence structure.
- Think about **word choice**.
- Open with something that **stands out**.
- Teach simple **English rhetorical devices**.

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Improving performance

Mostly the same as recitations... but!

- Practice with a **microphone** in a lecture hall.

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スキット Skits

Creating an original skit with your students and improving their conversational English

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Differences: Speeches and Skits

	Register 口調	Speed 速さ	Speaker No. 発表者の人数
Speech スピーチ	Formal	Generally slower	Monologue
Skit スキット	Informal	Close to conversational speed	Dialogue

Idea Selection

- **Stick** to the theme.
- Ensure students develop an **interesting** scenario.
- Make it fun, **but remember...**

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Discussion ②: Problem Scenario

You are approached by your JTE. They tell you that two students are struggling to write their skit. They have two major problems:

1. They are finding it hard to make it 3 minutes long.
2. The JTE fears they're losing focus on the theme.

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Content and composition

- Use **conversational** English.
- Add **stage directions** and **narration**.
- Incorporate **props** from the beginning.
- Include the theme word **somewhere** in your skit.

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まとめ Summary

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Summary

- Contests develop **multiple** language skills.
- The experience is **transferable**.
- Keep a **variety** of techniques up your sleeve.
- Capitalise on your students' **experiences**.
- Keep grounded.

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Questions or comments in
English or Japanese.

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