

Ways to Encourage Use of a “Public Voice” During Lessons

- Emphasize register distinctions between casual, everyday English about familiar topics and more formal classroom uses for English: reporting important information during a lesson discussion; making a presentation to the Student Council; soliciting donations for a canned food drive in front of the local supermarket; asking a clarifying question in class about an upcoming assignment.
- Help children understand the function of our public voice: A “public voice” should be three times louder and two times slower than everyday speech. We speak louder and slower because the audience is larger and many people are not near enough to hear a casual tone of voice. If the teacher has to ask a student to repeat because the answer or question was inaudible, lesson time is wasted and the other classmates become irritated and bored.
- Conduct a public voice choral warm-up exercise at the beginning of every class:
 - Chorally read the lesson objective(s) to wake up their public voice.
 - Assign a brief vocabulary review task as a “Do Now” bell-ringer and guide all students in chorally reading the sentence frame in their public voice: e.g., *Eating more _ and less _ would significantly improve my diet.*
- Remind students before each unified-class interaction to use their public voice.
- Guide students in chorally reading aloud in public voice: directions, sentence frames, oral cloze routine, example sentences including new target words.
- Provide an incentive for painfully shy or reserved students: e.g., they get to select their partner for the next month; they get redeemable participation points.
- After assigning a collaborative partner task, have a painfully shy student read aloud a response with his/her partner. Pre-select the response and alert the students to the fact that you intend to call on them at the beginning of the discussion.
- Remind students that they have an active listening and note-taking task during class discussions so everyone must use their public voice to facilitate note-taking.
- Be kind and encouraging when asking students to repeat responses:
 - *You read that so fluently. Now read it again using your public voice.*
- After students have prepared a response mentally or in writing, give them 15 seconds to mentally rehearse their answer (“Read aloud silently”) and build composure in anticipation of potentially sharing with the unified-class.
- Pass a play microphone and remind students to project to the other side of the room.
- Use a popcorn restating procedure to debrief responses: student 1 states response; student 2 restates #1’s response before stating his/her own response, etc.