

# From segregated to integrated language skills: weaving speaking and writing to improve productive output

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# Presentation outline

theoretical  
underpinnings

speaking

writing

what's next

# Underlying principles



# Weaving speaking and writing

Oral language development can have an effect on writing behaviour, ..... **The vocabulary and language patterns learnt in speaking can be transferred to writing and so vice versa.**

(Florenz & Hadaway, 1987)

# Students' best performance in speaking

Year Skill	2009	2010	2011
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• More than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation. Some students dropped end consonants and had problems with final consonant blend sounds, long vowel sounds as well as consonant digraphs.</li> <li>• Students generally could provide relevant answers to the questions. Some could even provide further details on topics familiar to them.</li> <li>• In 'Presentation', many students could express their ideas quite clearly based on the information provided despite some errors in pronunciation.</li> <li>• Students with a better performance could elaborate their ideas when interacting with oral examiners. However, some students lacked the vocabulary needed to express themselves clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were generally capable of reading the given texts aloud quite clearly but some mistakes in pronunciation were evident. Some students dropped end consonants and had problems with initial consonant blend sounds, long vowel sounds as well as consonant digraphs.</li> <li>• Most students were able to provide relevant responses to some of the questions. Some could even provide further elaboration on topics familiar to them.</li> <li>• In 'Presentation', many students could provide relevant information and ideas based on the given pictures and communicate their ideas quite clearly in spite of some mistakes in pronunciation.</li> <li>• Students with top scores were able to provide a range of ideas relevant to the topics with some elaboration. They could communicate their ideas clearly and readily despite some pronunciation mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• More than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation. Some dropped end consonants and had difficulty pronouncing words with more than three syllables. Words with 'v' sounds, initial consonant blend sounds, long vowel sounds and consonant digraphs were also problematic.</li> <li>• Students were generally able to provide relevant answers to the questions. Some could provide additional details on some more familiar topics.</li> <li>• In 'Presentation', students were generally able to give a talk or tell a story based on the information provided. Most students were awarded a bonus score for having appropriate eye contact with the oral examiners.</li> <li>• Students with good speaking skills were able to provide a range of ideas relevant to the topic and elaborate with some details. They presented well-organized ideas clearly with few mistakes in pronunciation.</li> </ul>

# Students' best performance in speaking

- ✚ Students with top score were able to provide a range of ideas relevant to the topics **with some elaboration**. They could communicate their ideas clearly and readily .....
- ✚ Students with good speaking skills were able to provide a range of relevant ideas to the topic and **elaborate with some details**. They presented **well-organized ideas** clearly .....

# What is required for speaking?

## Presentation skills

- ✚ Pronouncing familiar words comprehensively
- ✚ Providing and/or exchanging simple information and ideas, and attempting to provide some elaboration with the help of cues
- ✚ Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues **despite some grammatical mistakes**



# Students' general performance in writing

Year Skill	2008	2010	2011
<b>Writing</b>	<ul style="list-style-type: none"> <li>Students performed better writing a narrative than an expository piece of writing.</li> <li>With adequate prompts and a familiar context, students were able to provide interesting ideas with relevant details. They could also provide a factual account of the story with an appropriate ending and give elaboration on the prompts provided in a report.</li> <li>Repeated use of action verbs and language patterns was evident in some students' works on the two writing tasks. This made their writing boring and showed students' shortage of vocabulary and language patterns.</li> <li>Past tense was not consistently used to narrate past events and many students used other verb forms. They also had problems in grammar, spelling and sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students performed slightly better in writing a narrative than an informal letter.</li> <li>Most students were able to express their ideas clearly on the two writing tasks. In writing a story, they could provide a factual account of the story and an appropriate ending. In writing a letter, they were capable of conveying their ideas clearly when suggesting places they were familiar with.</li> <li>Use of cohesive devices was evident in many students' works. However, lacking vocabulary and language patterns was still common in some students' writing.</li> <li>Most students were eager to write and could produce a written task of 80 words long. However, they had problems in grammar, spelling and sentence structures. Literal translation from Chinese was also found in some of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>In general, there were no significant differences in student performance between a narrative and an informal letter.</li> <li>For the narrative, most students could provide interesting content with relevant details. When writing a recount, they could provide a factual account of the event with some details, such as the date, the place and the activities they were engaged in.</li> <li>Many students could use simple cohesive devices to make their writing more coherent. However, repeated use of action verbs and inconsistent use of past tense to narrate past events were found and spelling mistakes were common.</li> <li>Most students were eager to write and could produce a written task of 80 words long. However, they had problems in grammar, spelling and sentence structures. Their incorrect use of language patterns was mostly traceable to L1 interference.</li> </ul>



# Students' general performance in writing

- ✚ Use of **simple cohesive devices** was evident to make their writing coherent.
- ✚ Lack of vocabulary and language patterns was common
- ✚ Problems in **grammar, spelling and sentence patterns**
- ✚ Literal translation from Chinese was found, incorrect use of language patterns was mostly traceable to **L1 interference**

# What is required for writing?

## Writing skills

- ✚ Writing and/or responding to simple texts with relevant information and ideas with the help of cues
- ✚ Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes

BC descriptors: L3-W-3, L3-W-4

# Students' writing problems

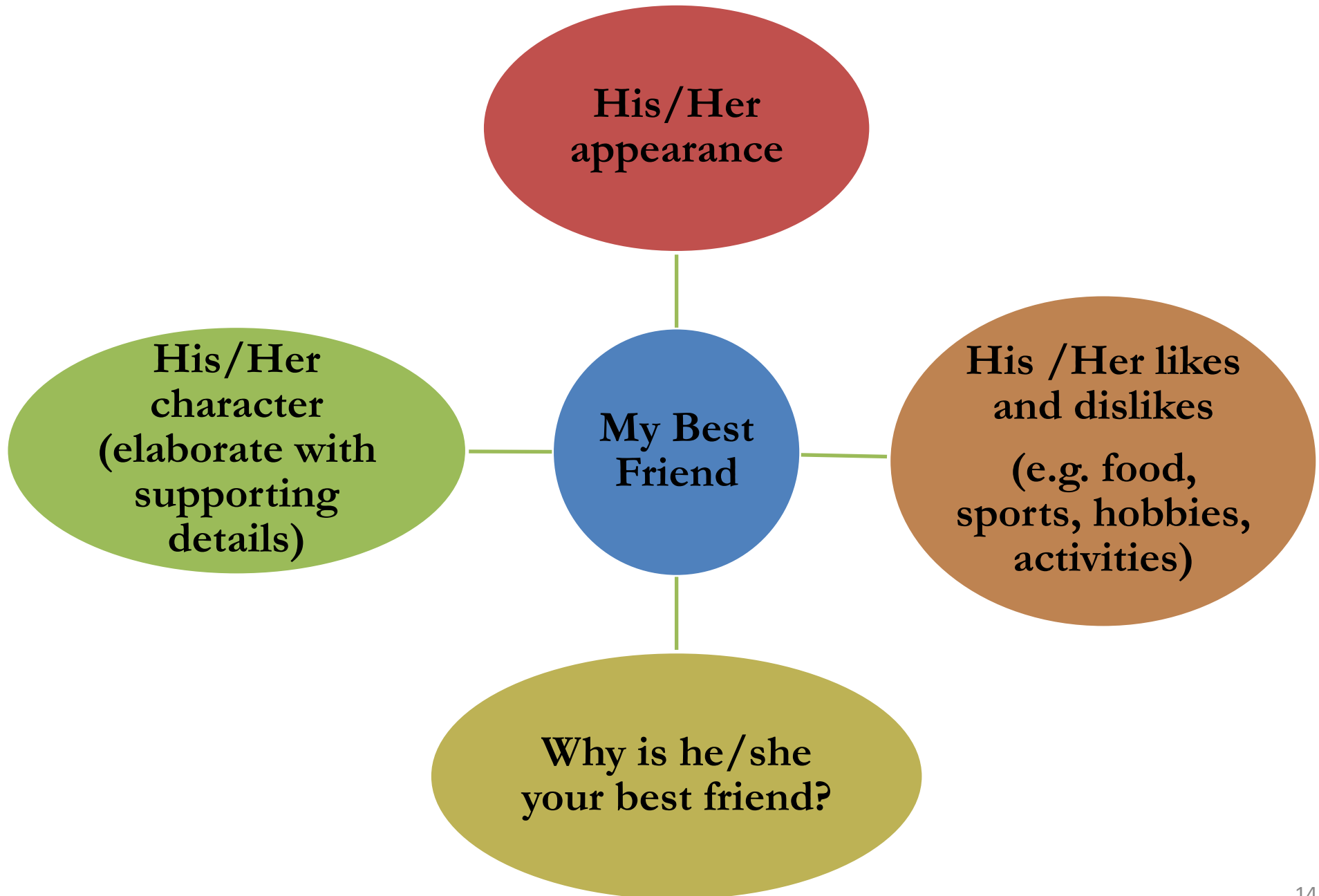
- lack of **confidence and incentive** to write and elaborate ideas might be attributed to the **limited repertoire of vocabulary and sentence patterns**
- **L1 interference** is common e.g. *She is like to eat chocolate.* / *I very want to go Ocean Park.*

# What is identified in CLP

- students have been too used to answering **guided questions** like comprehension questions
- pre-writing **brainstorming** is usually **brief**
- lack opportunities to **construct sentences on their own**
- lack of using pictorial cues and imagination to **elaborate ideas**



Writing task	Vocabulary	Language
<p style="text-align: center;"><b><u>My Best Friend</u></b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Describe your best friend in terms of look, likes and dislikes (adjectives)</li> <li>Tell something about his/her character, illustrated with events to justify</li> <li>Tell how you feel about your best friend (expression of feeling) and give reasons why you like him/her</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Use present tense to talk about your best friend's look, likes and dislikes</li> <li>Use adjectives and adverbs to describe characters and manners</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Use cohesive devices such as 'because, but, and, after' to link ideas</li> <li>Logical sequence, with expression of feelings towards your best friend</li> </ul>	<p><u>Describe the look</u></p> <p>long/short/straight/curly hair</p> <p>a long/round face</p> <p>long/short legs</p> <p>big/small eyes</p> <p><u>Adjectives to tell character</u></p> <p>honest/cheerful/helpful/considerate/clever/smart</p> <p><u>Activities</u></p> <p>swimming / jogging / stamp-collecting / reading / cooking / playing basketball / football</p>	<ul style="list-style-type: none"> <li>Use <b>present tense</b> to talk about your best friend</li> <li>Use <b>past tense</b> to talk about events that happened in the past</li> <li>Use <b>adjectives</b> to describe people and express feelings</li> <li>Use <b>cohesive devices/ connectives</b> to link ideas e.g. use 'because' to give a reason</li> <li>Use <b>'ing' nouns</b> or noun phrase to refer to activities</li> </ul>





# Process of speaking & writing

- **Speaking component** is planned in the pre-writing stage to provide sufficient language input for writing – e.g. constructing word web, pair/group discussion, presentation of ideas in class
- **Note-taking** is encouraged (to cater for the less able students, cue cards are given)
- **Proof-reading & peer-editing**

Stages	Process
<div data-bbox="140 201 368 247">Pre-writing</div> <div data-bbox="192 261 319 404"></div> <div data-bbox="161 418 348 464">Speaking</div>	<ul style="list-style-type: none"> <li>✚ Generate ideas and discuss in pair or groups</li> <li>✚ Present the generated ideas to the class (speaking)</li> <li>✚ Build up the vocabulary and sentence patterns with word-web</li> <li>✚ Introduce the features and structures of the text</li> </ul>
<div data-bbox="116 704 393 749">While-writing</div>	<ul style="list-style-type: none"> <li>✚ Focus and organise ideas before attempting the writing</li> <li>✚ Use the vocabulary items and sentence patterns discussed and contributed in the pre-writing process (note-taking of the necessary content in the speaking process should be encouraged to develop their independent learning)</li> </ul>
<div data-bbox="130 1075 379 1120">Post-writing</div> <div data-bbox="192 1132 319 1275"></div> <div data-bbox="161 1289 348 1335">Speaking</div>	<ul style="list-style-type: none"> <li>✚ Peer-correcting or self-editing</li> <li>✚ Review and correct the individual writing</li> <li>✚ Appreciate the good writing components</li> </ul>

# Common speaking strategies

- ask for **clarification**
- ask someone to **repeat** something
- use **fillers** and **conversation maintenance cues** (uh-huk, right, yeah, okay, hm ...)
- use **mime** and **non-verbal expressions**
- get someone's **attention**
- use **formulaic expressions**

# What do students need?

- practise at using **L1 strategies**, which they don't automatically transfer
- practise at **choosing appropriate language** for different situations (awareness of formal and informal language)
- teach students **patterns of real interaction**, e.g. turn-taking skills during discussion



# Combine words to make a sentence

PEOPLE	ACTIONS	OBJECTS	PLACE

# From words to sentence (expanding)

PEOPLE	ACTIONS	OBJECTS	PLACE
John	play	football	garden

John **plays** football in the garden.

John **plays** football with Peter in the garden.

John **is playing** football with Peter happily in the garden now.

John **played** football with Peter happily in the garden last Sunday.

# Speaking in the pre-writing stage

use **graphic organisers** to

- + construct mind map, story web, character traits
- + brainstorm ideas
- + build up vocabulary e.g adjectives
- + sequencing and re-arranging

# Advantages of using graphic organisers

- provide students with **a different way of seeing and thinking** about information
- remove language barriers (words, grammar) so that students can focus on the **connections between information**
- help students to generate ideas and see the **possibilities associated with a topic** as the map grows
- encourage students' **incentive to participate** as most graphic organisers use short words or phrases, sometimes even pictures

## English for Classroom Interaction

The items listed below are grouped according to their nature and use. Words in brackets may vary, depending on the contexts. They are only for teachers' reference. They are neither prescriptive nor exhaustive.

### Teachers' List

#### Greetings

- Hello, ( Stella ).
- Goodbye, class.
- Good afternoon.
- Good morning, ( Paul ). How are you today?

#### Classroom routine

- Stand up.
- Sit down.
- Who's absent today?
- Put up/down your hands.
- Raise your hands.
- Look at the blackboard.
- Any volunteers?
- I'll read this word again. Please pay attention to the pronunciation.
- Louder, please.
- Please, speak up.
- Sorry, I can't hear you.
- Please, say it again. I can't hear you.
- I beg your pardon.
- Pardon?
- Try again.
- Take out your books.
- Can you take out your books?
- Please put away your books.
- Turn to page ( 3 ).
- Look at ( the picture ).
- Who's on duty today?
- Clean the blackboard, please.
- Give me ( a ruler ), please.
- Can I have your ( diary ), please?
- Write your name here.
- Write down the date.
- Write on every other line.
- How do you spell ( February )?
- Could you spell that, please?
- Use ( a pencil ) to do your corrections.
- Please repeat.
- Please say after me.
- I want you to repeat after me.
- Class, please say this sentence after me.
- Please hurry up.
- Please go back to your seat.
- Go back to your seat now.
- There will be a test next ( Friday ).

#### Classroom management

- Look at me.
- Please listen to me.
- Speak in English, please.
- Pay attention.
- Quiet, please.
- Stop talking now.
- Please work quietly.
- Don't make any noise, please.
- Would you please keep quiet for a moment?
- Please keep your voice down.
- Don't move around.
- Turn around, please.
- Look up for a moment.
- Stay in your seat.
- Sit up straight.

#### Distribution and collection of materials

- Get the books from the shelf.
- Please go to the staff room and get the books back.
- Give out the exercise books, please.
- Pass the worksheets to the back.
- Pass the books to the front.
- I'd like to collect the workbooks now.
- Please put the books on the shelf.

#### Elicitation

- How do you come to school?
- How do you make ( a sandwich )?
- When do you go to ( the English Room )?
- Where did you get the idea?
- Who is ( the class librarian )?
- Why are you late?
- Why do you think so?
- Why did you say that?
- What did you do in the recess?
- Whose book is this?

#### Instructions for activities

- Work in pairs.
- Work with your neighbour.
- Work in groups of ( four ).
- I want you to get into groups of ( three ).
- ( Benny ), join this group, please.
- Would you like to join this group?
- There should be ( four ) pupils in one group.
- There are too many pupils in your group.
- One pupil will be the group leader.
- Group leaders, please come out and collect the materials.
- Show your drawing to your group now.
- Tell your group members how to do it.
- Let's do a role-play. ( Pupil A ) will play the part of ( the doctor ) and ( Pupil B ) will be ( the patient ).
- Read the dialogue with your partner.
- How do you say that in English?
- You need ( a game board ) and ( a dice ).
- The pupil who can get the most cards is the winner.
- ( Pupil A ) should speak first.
- You may begin.
- Group ( A ) is going to present their project to you.
- Please hurry up.
- Time is up.
- Stop ( writing ) now.
- Work on your own, please.
- Try to do it by yourself.
- I want more ideas.
- Don't show it to your partner.
- Don't let your partner see the picture.

#### Instructions for exercises, worksheets or assessment forms and papers

- Circle the right word.
- Underline the answer.
- Colour the picture.
- Join the dots.
- Match the words with the pictures.
- Listen and draw lines.
- Write the letter/number in the brackets.
- Tick the correct answer.
- Put a tick/cross in the box.
- Label the picture.
- Fill in the missing word.
- Fill in the blank with a suitable word.
- Choose and write the correct word in the brackets.
- Put the words/sentences into the correct order.
- Finish the sentence.
- Complete the table.
- Answer the questions.
- Read the instructions carefully.
- Let's look at the checklist together. Did they speak clearly and loudly enough?
- Do you think they are doing well? Put ticks on this checklist to tell them.

#### Instructions for assignments

- Do this exercise now.
- Finish exercise ( 3 ) on page ( 23 ).
- Do your corrections tonight.
- Study page ( 32 ) of your textbook for dictation next week.
- Finish page ( 23 ) in the workbook.
- Complete Worksheet ( 3 ) at home.
- Hand in your work tomorrow.
- Prepare pages ( 1 ) to ( 6 ) for our ( mini drama ) next ( Monday ).
- Read the story again tonight.
- Tell/Read aloud the story to your father or mother tonight.
- Your homework will be to read the story aloud ( three ) times to yourself.



#### Discussion on reading texts

- What is the title of this book?
- Who is the author?
- Can you point to the name of the illustrator?
- Look at the book cover. What is the story about? Can you guess?
- When did the story happen?
- Where did the story happen?
- What will happen next?
- Draw a picture to show me.
- Write down any rhymes that you hear.
- Write down any examples of words starting with the ( "p" ) sound.
- What is ( a spaceship )? Look at the picture on page ( 12 ). Can you find ( a spaceship ) in this picture? Point to ( the spaceship ) in this picture.
- What is he doing?
- What can you see in this picture?
- Do you think ( the monster ) is right? Why?
- What do you think of ( Little Red Hen )?
- Could you tell me more about ( Johnny's adventure )?
- If you were ( the King ), what would you do?
- What else would you do?
- Now you are ( Miss Lee ). What will you say?

#### Feedback to learners

- Right.
- You are right.
- That's it.
- That's correct.
- Exactly.
- Good.
- Well done!
- Very good!
- How clever you are!
- Excellent!
- That's nice.
- Fine.
- Terrific!
- Fantastic!
- You've done a good job.
- Interesting idea.
- What a bright idea!
- Try again.
- You're quite close.
- Not quite.
- Nearly.
- Not exactly.
- You nearly got it correct.
- A good try/guess.
- You're almost right.
- Can anyone help him?
- You can do better.
- Don't give up.

#### Learners' List

##### Greetings

- Hello, ( Paul ).
- Good morning.
- Good afternoon, ( Mr. Chan ).
- Goodbye, ( Tina ).

##### Requests

- May I leave the room?
- May I be excused?
- I want to go to the toilet, please.
- May I have ( some paper )?
- May I borrow your ( ruler )?
- May I turn on the fan?
- I'm cold. Can I close the windows?
- Sorry, I can't hear you.
- Excuse me, ( Mr. Lee ). I can't hear you.
- Can you repeat that please, ( Miss Fung )?
- Sorry, I can't see the blackboard, ( Mr. Lai ).
- I don't know the word in English.
- I don't know how to say it.
- I beg your pardon.
- Pardon?

#### Responses

- Thank you, ( Miss Li ).
- Thank you very much.
- Here you are.

#### Apologies

- Excuse me.
- Pardon me?
- Sorry, ( Mrs. Wong ).
- I'm sorry, ( Mr. Lam ).
- Sorry, I'm late.
- Sorry, I have forgotten to bring my book.
- I'm sorry. I have forgotten to do my homework.
- I am sorry. I haven't got one/any.

#### Offer

- Can I help you?
- Would you like to sing with us?
- Would you like some ( colour pencils )?

#### Pair work and group work

- Do you agree?
- Do you think so?
- Can we use this word?
- We can use this word.
- You can use this word to describe ( the fireworks ).
- Yes, you're right.
- I agree with you.
- I agree because ( everyone enjoys singing ).
- That's a good idea.
- I don't agree.
- I disagree. I think ( Little Red Hen is rude ).
- I don't think so.
- I don't think it's right.
- ( Karaoke ) is a better idea.
- What's the meaning of ( giant )?
- What does ( rowing a boat ) mean?
- What is ( a dwarf )?
- How do you spell ( kangaroo )?
- Can/ could you spell ( James ), please?
- How do you say that in English?
- Can you say it again, please?
- What can we do?
- Any suggestions?
- How about ( dancing )?
- What about ( dancing )?
- Let's call him ( Bobby ).
- Shall we write down our ideas?
- We can ask ( Miss Wong ).
- Shall we ask ( Miss. Wong )?
- It's my turn.
- Your turn, please.
- Whose turn is it?
- How clever you are!
- What an interesting game!

Formulaic Expressions for Interpersonal CommunicationKS1

	Examples
Use formulaic expressions to	
• greet people and respond to greetings	Good morning. Hello. How are you?
• introduce oneself and others	I am Peter. This is my sister, Sally.
• express and respond to thanks	Thank you. Thank you very much. You're welcome.
• express good wishes	Happy Birthday! Happy New Year!
• offer invitations	Will you come to the party?
• accept or decline invitations	Yes, thank you. Sorry, I can't. Sorry, I cannot come on Friday.
• accept or decline offers	Yes, please. No, thank you.
• make and respond to apologies	Sorry, I don't know. I'm sorry. That's all right.
• make and respond to requests	Can you pass the spoon, please?
• ask for repetition or rephrasing	Here you are. Pardon?
• get attention or interrupt in speech	Sorry, I can't hear you. Excuse me.
• express lack of comprehension	Sorry, I don't understand.
• express approval or encouragement	Good. Very good. Well done!
• take leave	Good-bye.
• begin and end personal letters	Dear Susan, Write soon. Hope to see you soon. Love, Yours,

Formulaic Expressions for Interpersonal CommunicationKS2

	Examples
Use formulaic expressions to	
• make and respond to suggestions	Let's go to Stanley this weekend. That's a good idea. I'm sorry. I can't.
• show agreement or disagreement	Yes, I agree. No, I don't think so.
• open telephone conversations	Hello. May I speak to Tony, please?
• identify oneself in telephone conversations	Speaking. This is Peter.
• show concern	What's wrong? Take care.
• express and respond to good wishes	Merry Christmas. Same to you.
• begin and end formal letters	Dear Mr. Lee, Yours sincerely,

# The framework of writing

## CONTENT

The outcome statements show the progression in terms of :

- **Complexity of information and ideas**
- **Length of texts**
- **Familiarity of topics**

## ORGANISATION

The outcome statements show the progression in terms of :

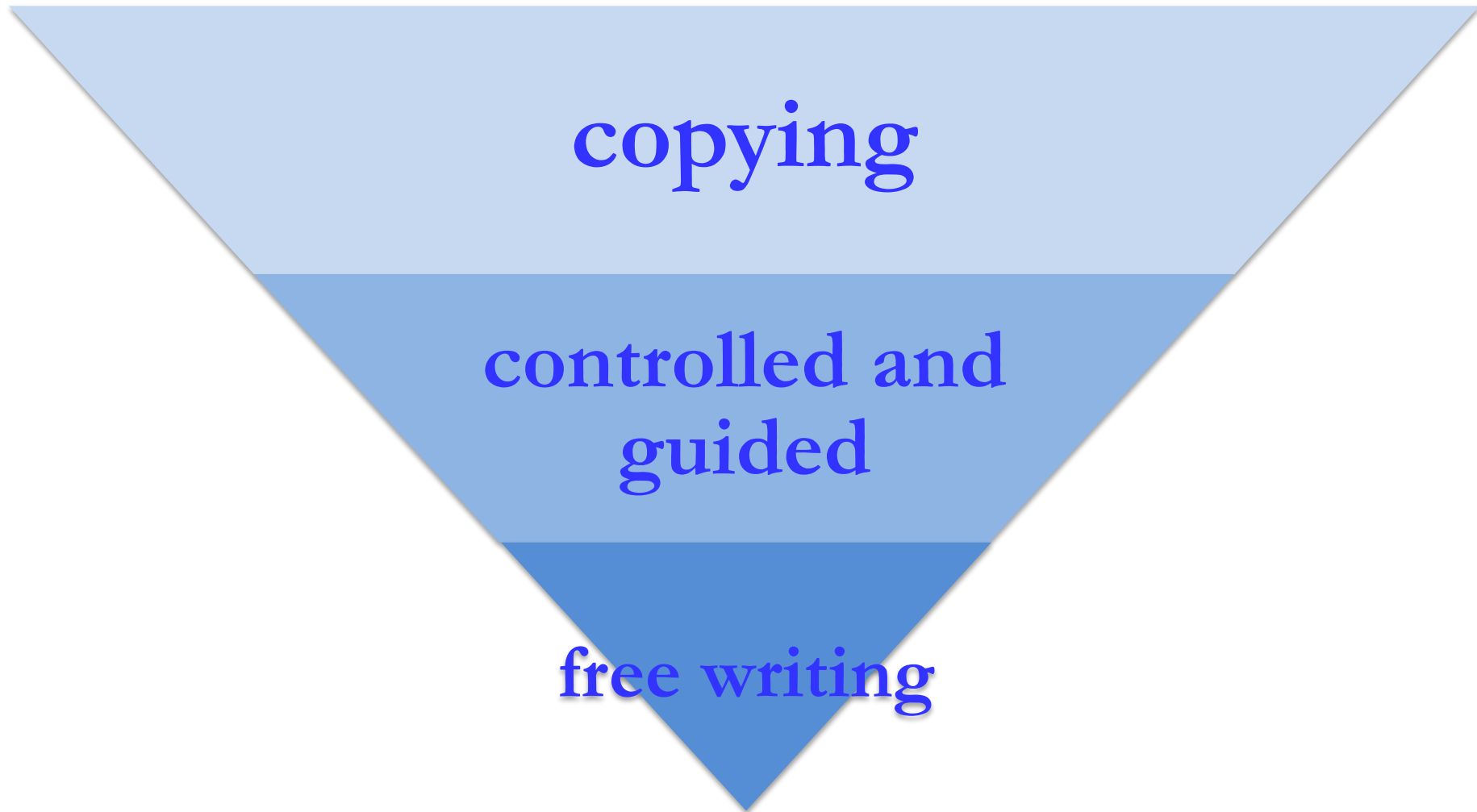
- **Linkage between ideas within and across paragraphs**
- **Overall organisation of ideas**

## LANGUAGE

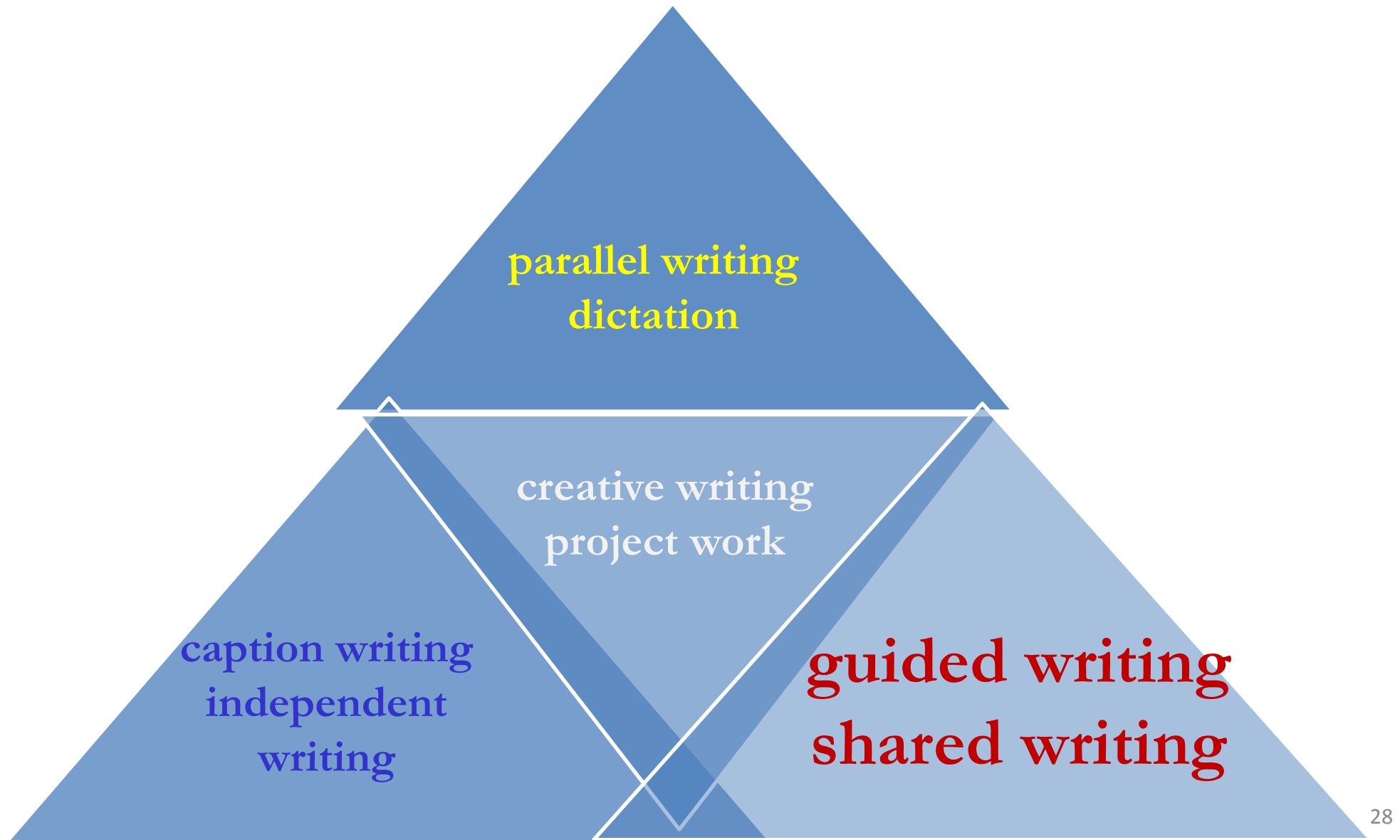
The outcome statements show the progression in terms of :

- **Language forms and functions used at different levels of writing**

# Stages of writing



# Common writing tasks





# Shared writing

- discuss and share ideas
- organise discussion points with graphic organisers
- transform discussion points into sentences, from sentences to paragraph
- use cohesive devices / connectives to sequence and structure the text

# Shared writing in teaching context

Pre-writing / speaking  
(reading, discussion)

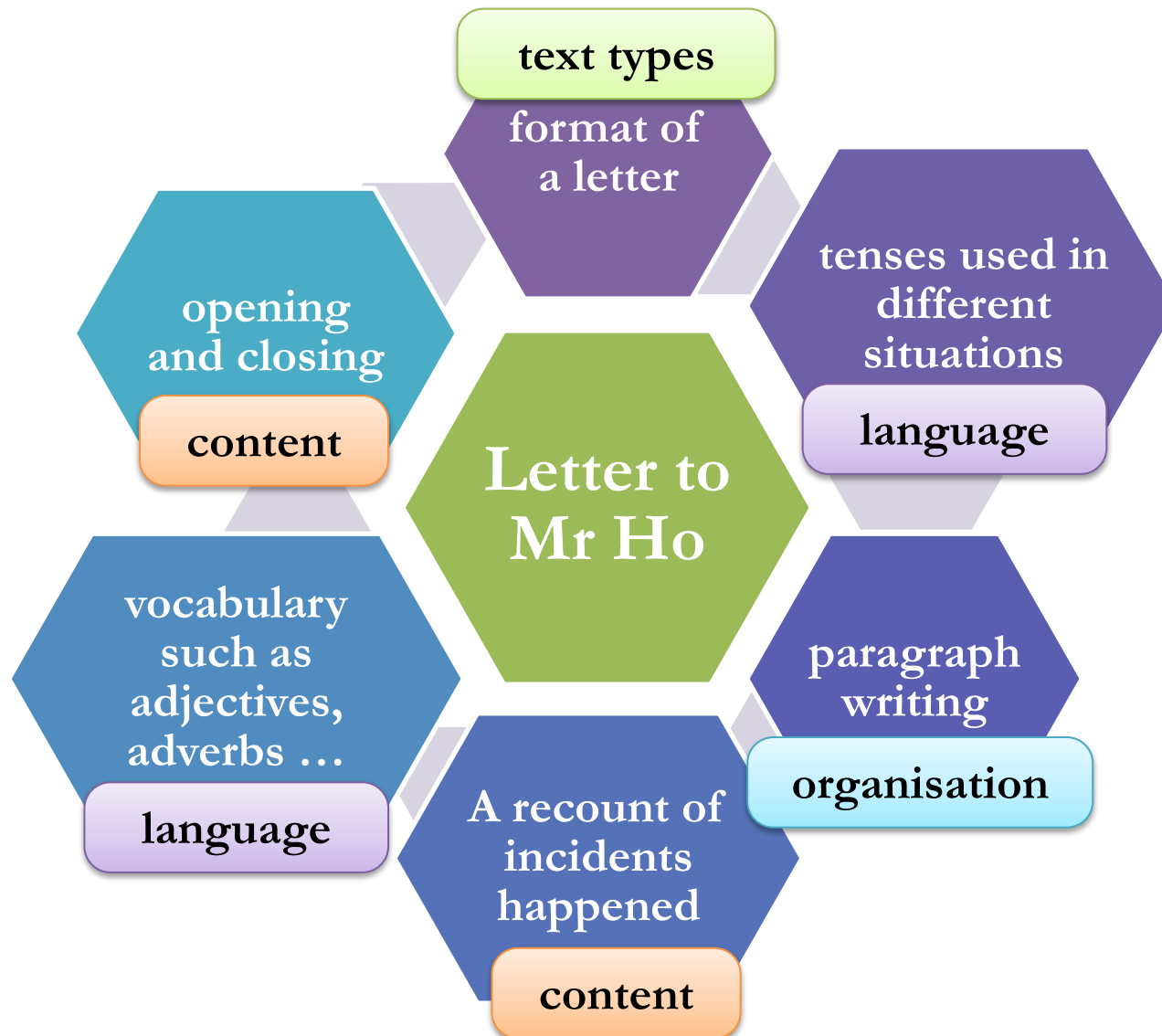


vocabulary building /  
sentence level



shared / independent  
writing

# Build a writing framework



# Marking of writing tasks

- total correction
- focused marking
- impression marking
- peer correction

# Setting of writing tasks

- Writing tasks should be purposeful and related to **students' experience and interest**
- Sufficient prior knowledge/understanding to help students **make links** between what they already know and what they are learning  
(Wray & Lewis, 1997)

