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**Developing a School-based Speaking Curriculum:
Conceptions and Practices**

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- 1. Reasons and conceptions for developing the speaking skill**
- 2. The Speaking Skill Framework in HKBCPS**
- 3. Tips for designing speaking tasks**
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Reasons for developing speaking skill

Since **real-world tasks** involve the interaction of language skills in an integrated manner, it is essential that in the primary English classroom, learners are given the opportunity and support to develop **the four language skills** in ways that reflect such integration.

(CDC Curriculum Guide 2004 P.133-134)

Four Conceptions of Developing the School-based Speaking Development

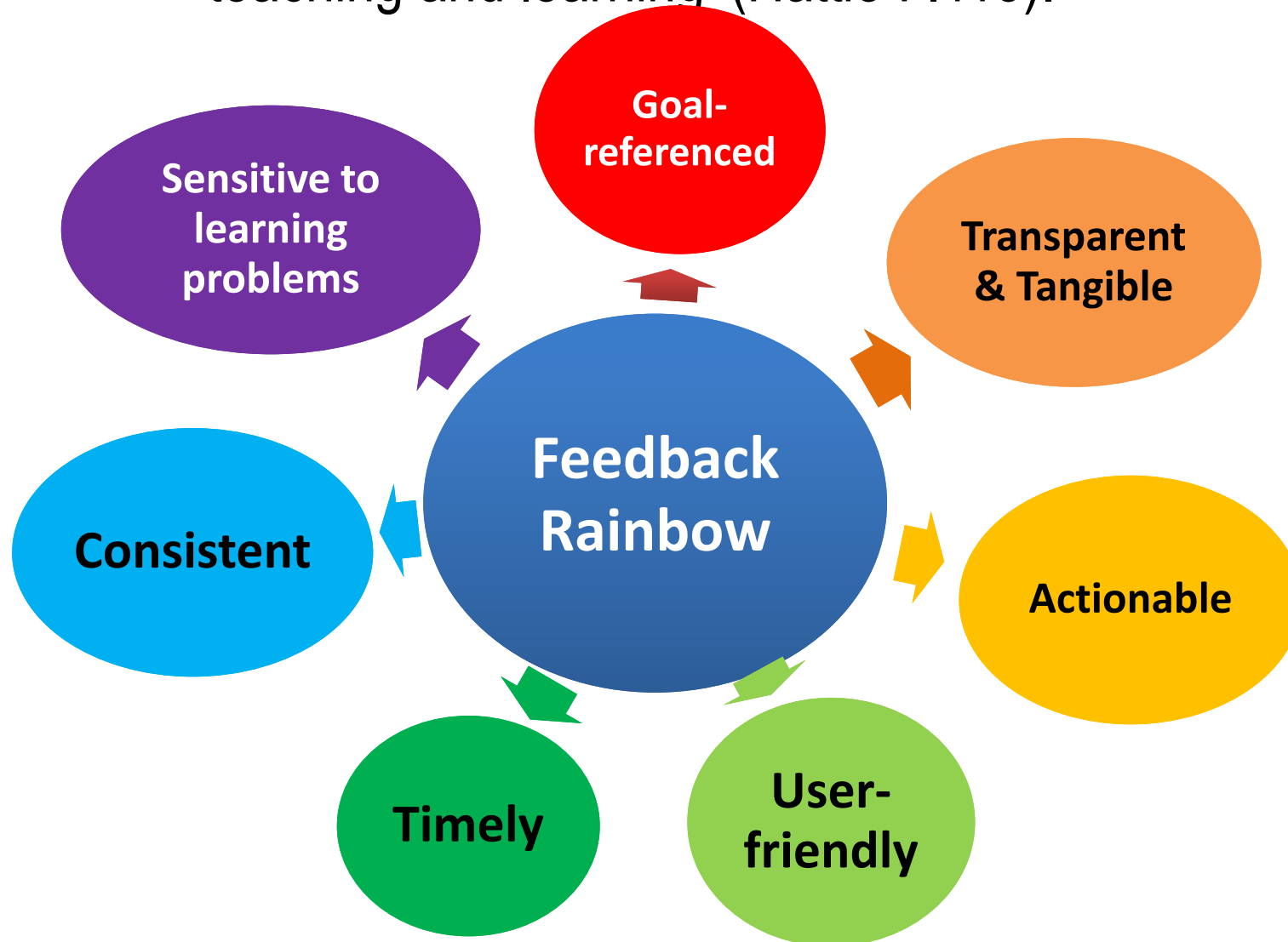
1. Developing Vertical Curriculum Responding to **Student Needs and Interests**
2. Providing **Feedback** for Improvement
3. Providing **Deliberate and Ample Speaking Practices**
4. Integrating **Different Language Skills**

1. Curriculum Responding to Student Needs and Interests

	Key Stage 1 (Early Childhood 6-8)	Key Stage 2 (Late Childhood 9-12)
Cognitive Development	<ul style="list-style-type: none"> Remember few experiences and details for a short time Reason in a simple way and usually not thinking consequences 	<ul style="list-style-type: none"> Thinking is patterned and orderly Reason with reflective thinking
Social Skill Development	<ul style="list-style-type: none"> More self-centred 	<ul style="list-style-type: none"> Can take other people's perspectives
Language Development	<ul style="list-style-type: none"> Able to tell stories with pictures They enjoy fantasy and imagination in stories 	<ul style="list-style-type: none"> Able to tell differences between facts and imagination Able to understand and talk about abstract concepts
Implication on language teaching and learning	<ul style="list-style-type: none"> Show-and-tell Picture Description Story-telling Chanting and Songs 	<ul style="list-style-type: none"> Presentation Discussion Debate

2. Providing Feedback for Improvement

‘Feedback is among the most common features of successful teaching and learning’ (Hattie P.115).



Students' Speaking Problems

- **Sound Level**

Problematic sounds for Chinese speakers

/n/ & /l/; /f/ & /th/; /d/ & /th/; /w/ & /r/ sound differences
(line for 'nine'; lame for 'name'; 'fing' for 'thing'; 'wing' for 'ring')

- Word-initial clusters: splash, spring, strong, pretty, scream,
Word-final clusters: west, wind, bank and act
- Past tense e.g. watched, washed, wanted, jumped

- **Word Level**

Words not often used and of more syllables
(e.g. responsibilities; characteristics)

- Contracted form (isn't, doesn't, can't)

- **Sentence Level**

- Very few use of complex and compound sentences
- Use of tenses
(subject-verb agreement)
(Problem with use of past, present continuous)

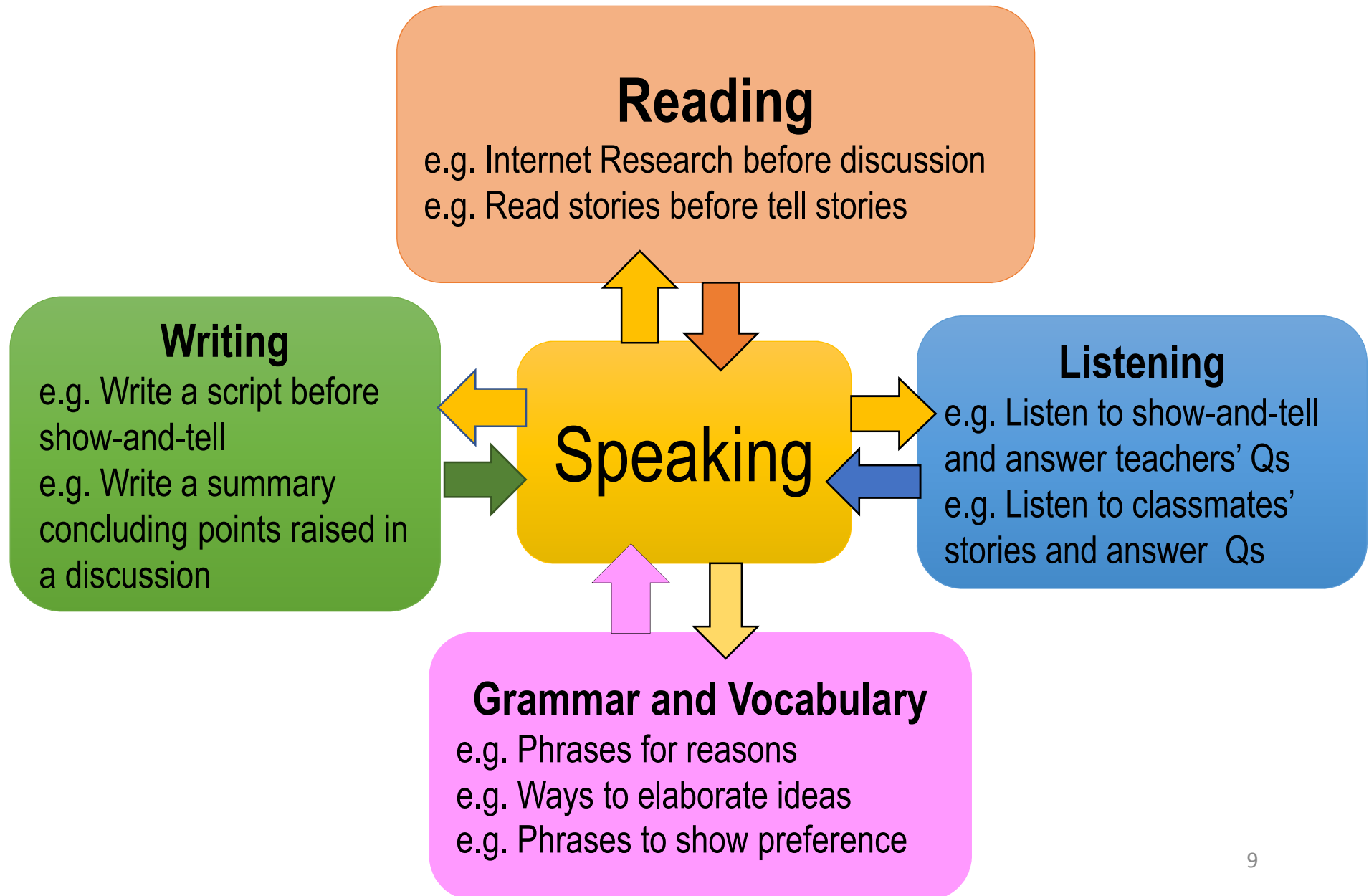
3. Providing Deliberate and Ample Speaking Practices

More Speaking Chances → **More Sustained Efforts** → **higher chance of success**

The capacity for **sustained effort is a more accurate predictor** than **IQ** of grades and of longer-term success in life.

Tough, P (2012). How children succeed: Grit, curiosity, and the hidden power of character. New York: Houghton Mifflin Harcourt.

4. Integrating Different Language Skills



Develop the speaking skill framework

- School-based curriculum
- Start with phonics
- Integrate other skills (reading, writing, listening and the usage of grammar)
- Clear success criteria
- Various speaking tasks

Tips for designing speaking tasks:

- Integrate English language skills
- Have preparation and demonstration
- Give clear targets and criteria
- Provide deliberate and ample practices
- Offer feedback for improvement

Speaking tasks for KS1

- Song / Chant
- Reading aloud
- Show-and-tell
- Story telling
- Interview / survey
- Picture descriptions

Speaking tasks for KS2

- Interview
- Picture descriptions
- Group discussion
- Individual presentation
- Debates
- Group presentation

Key Stage 1

Show-and-Tell	Picture Description	Story-telling
Speak loudly	Speak loudly	Speak loudly
Speak clearly	Speak clearly	Speak clearly
Speak with pauses	Speak with pauses	Speak with variation in pauses, pace and intonation to convey feelings
Speak with eye contact	Speak with eye contact	Use of facial expressions, gestures and eye contact
	Show communicative strategies such as elaboration of ideas and sustaining of speech	Speak in different characters' voices

Key Stage 2

Presentations	Discussions	Debate
Loudness of voice and clarity of speech	Clear expression of relevant and adequate content	Information organization, adequacy and relevancy
Speak with variation in pause, pace, intonation and body language to convey meaning	Show communicative strategies such as explaining, disagreeing, agreeing, turn-taking, suggesting, making conclusion etc	Speak with variation in pause, pace and intonation to convey meaning
Information organization, adequacy and relevancy	Demonstrate collective work attitudes such as interest in discussion, respect for others	Speak confidently
Pronunciation	Pronunciation	Pronunciation
Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)

Outline of Presentation Skills

		P1	P2	P3	P4	P5	P6
Basic techniques	Eye-contact	✓	✓	✓	✓	✓	✓
	Pausing	✓	✓	✓	✓	✓	✓
	Volume (1-5)	✓	✓	✓	✓	✓	✓
	Tones						
	<i>Pretend different roles</i>	✓	✓	✓	✓		
	<i>Express feelings</i>	✓	✓	✓	✓	✓	✓
	<i>Intonation</i>				✓	✓	✓
	Fluency				✓	✓	✓
	Pronunciation	✓	✓	✓	✓	✓	✓
	Refer the scripts	✓	✓	✓	✓	✓	
	Refer the notes						✓
	Content	Greeting					
<i>Hi! / Hello! / Good morning.</i>		✓	✓	✓	✓	✓	✓
<i>I am _____.</i>		✓	✓	✓	✓	✓	✓
<i>Hi, everyone!</i>						✓	✓
Opening							
<i>This is _____.</i>		✓	✓				
<i>Today I want to _____.</i>		✓	✓				
<i>I am going to _____.</i>				✓	✓		
<i>I would like to _____.</i>						✓	✓
Refer to the rubrics to start the presentation					✓	✓	✓
Ending							
<i>Thank you (very much).</i>		✓	✓	✓			
<i>Thanks! / Thanks a lot!</i>			✓	✓			
<i>Thank you for listening (to me).</i>					✓	✓	✓
<i>This is the end (of my presentation).</i>					✓	✓	✓
Ideas							
<i>1-3 pieces of information</i>		✓					
<i>5-8 pieces of information</i>			✓				
<i>10 pieces of information or more</i>				✓	✓	✓	✓
Give elaboration				✓	✓	✓	✓
With organization			✓	✓	✓	✓	

Forms	Show-and-tell	✓	✓				
	Picture description						
	1 picture	✓	✓	✓			
	4 pictures			✓			
	3 pictures + create ending				✓	✓	
	4 pictures or more + create ending						✓
	Topic presentation						
	1 - 1.5 minutes				✓	✓	
	2 - 3 minutes						✓
	Group presentation						✓
Preparation	Provide guided questions	✓	✓	✓	✓	✓	✓
	Provide some vocabulary	✓	✓	✓	✓		
	Provide picture(s)	✓	✓	✓	✓		
	Provide a mindmap				✓	✓	✓
	Use mindmap as notes					✓	✓
	Write the whole scripts	✓	✓	✓	✓	✓	
	Write some notes					✓	✓
Other skills involved	Use of props	✓	✓	✓	✓		
	Use of IT					✓	✓
	Interviewing skill		✓	✓	✓	✓	✓
Feedback skills	Presenter						
	Ask questions / answer questions				✓	✓	✓
	Audience						
	Give praise	✓	✓				
	Check eye contact and volume		✓				
	Give feedback on content			✓	✓		
	Ask questions				✓	✓	✓
Give critical feedback					✓	✓	

Main focuses of KS1 curriculum:

- Build confidence
- Enhance motivation
- Develop basic techniques
- Express ideas

Main focuses of KS2 curriculum:

- Expand ideas
- Organize ideas
- Interact with others
- Incorporate other generic skills

Design of speaking tasks

1. Design pre-task / task worksheet

Students prepare theme vocab / collect basic information for the topic

2. Step by step instruction

Introduce rules, criteria explanation, skills required, e.g. incorporate pauses in the process of show and tell

3. Teacher demonstration

Students know what is expected of them such as content, language to use, length / ways of presentation

4. Student performance

5. Questions and feedback at the end

Make the presentation meaningful to presenters. Involve more students to listen.


P1 Show-and-tell

Examples in KS1

1. Design task worksheet

Before Show and Tell:

1. **Think!** What is your **favourite thing**? Draw and write it in the box.


e.g.  a brown teddy bear	Draw: Write: _____
---	-------------------------------

2. **Write** your script:

Greeting	_____, everybody. My name is _____
About my favourite thing: <i>You may talk about:</i> <ul style="list-style-type: none">• What is it?• What colour is it?• What does it have?• Why do you like it?	Today I want to tell you <i>my favourite thing</i> . It is my _____ It is _____ It has _____ I _____
Ending	Thank you very much.

3. **Bring** your favourite thing back to school on _____ (date).

4. **Practise** at least 3 times at home. Check if you can:

- Speak **clearly** and **loudly**.
- **Look**  at your friends.

Parent's signature: _____

Show and Tell in the lesson:

1. Work in a group of four students.
2. Take turns to 'Show and Tell' your favourite thing.

P1 Show-and-tell

Examples in KS1

2. Step by step instruction

When you speak...

1. Look at your classmates

2. Greet your classmates

-Hi, everybody!

-Hello!

-Good morning.

3. Speak loudly and clearly

4. When you finish, say

-- Thank you.

-- Thank you for listening.



When you listen...

• Listen to the one who speaks

• Keep quiet

• Praise your classmates

-Good!

-Well done!

-Fantastic!

-Wonderful!



P1 Show-and-tell

Examples in KS1

3. Teacher demonstration



4. Student performance



5. Questions and feedback at the end

Presentation

Item		OK
Greeting:		Good morning
Content:		My <u>favourite</u> thing
Voice:		Clear and loud voice
Eye contact:		Look at your friends.

Examples in KS1 P2 Show-and-tell

Module topic: Dressing up

Objectives: Learning how to show and tell classmates about your picture.

Here are some tips for you.

As a speaker:

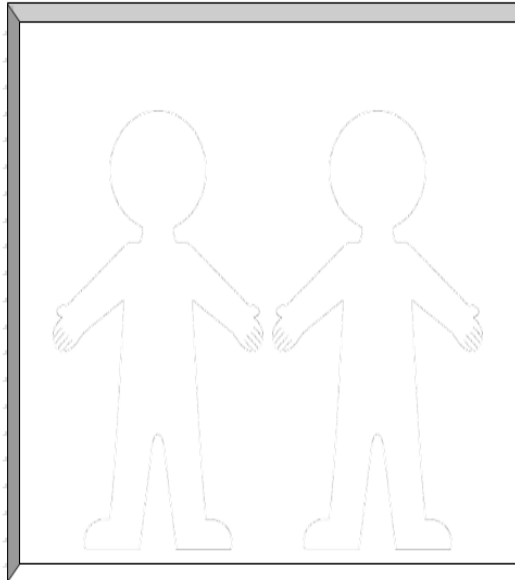
- 
1. Look at your audience.
 2. Greet your audience. (e.g. Hi! / Hello! / Good morning. / Good afternoon.)
 3. Speak clearly.
 4. Tell the topic.
 5. Say "Thank you." in the end.

As an audience:

- 
1. Listen to the one who speaks.
 2. Give comments after one finished.
 3. Praise your classmates. (e.g. Good! / Well done! / Great! / Wonderful! / Excellent!)
 4. Tell the speaker what clothing item you like.

You are going to join a dressing up party with your friends. Think about what you and your friends are going to wear. Draw them in the following box.

Our dressing up party



Think about some ideas to talk about the dressing up party. Write them down.

Where are you?	
What can you see in the party?	1. 2.
What are you doing?	

What are you and your friend wearing?		
	Clothing items	Adjectives to describe the clothing items
Me	1.	
	2.	
	3.	
My friend	1.	
	2.	
	3.	

Now think about what you will tell your classmates.

-
1. Where are you?
 2. What can you see there?
 3. What are you doing?
 4. How do you feel?
 5. What are you wearing?
 6. Do you like your clothes? Why?
 7. Who is with you? *
 8. What is he/she wearing? * *

Then write down your scripts. Choose the words in the boxes

Hi! / Hello! / Good morning. / Good afternoon. I am _____.

This is a picture of me and my friend(s). We are going to have a dressing up party. In the picture, I am in / at _____

Thank you. / Thank you very much. / Thanks a lot.

Remarks: *challenging question. You may add something you want to tell.

Check Box

capital letters gaps

full stops spelling

Examples in KS1

- Integrate story-telling with reading
- Re-create part of the story to add interest, uniqueness and creativity if necessary
- Invite students to make props



P1 Story-telling

Hello everyone,

I'm going to tell you a story about two pirates, Black Hat Bob and Red Hat Rob. Bob had a _____, Rob wanted to steal the _____.

"I will grab that _____," Rob said.

"Get off my ship!" said Black Hat Bob.

"No," said Red Hat Rob.

"I will fix you," said Black Hat Bob.

"_____ (**Your sentence**)," said Red Hat Rob.

Then the pirates fought and fought. In the end, the _____ dropped into the sea and was eaten by a _____.

Story-telling Skills:

1. Read loudly and clearly

2. Read with expression

: Practise reading aloud words with loudly and firmly

: Practise reading aloud words with loudly but slowly

3. Show your eye contact with audience

P2 Interview

Examples in KS1

A. Pre-task

Think and write. What do you do in different seasons?

Seasons	Activities	Seasons	Activities
spring		autumn	
summer		winter	

* You can refer to the activities on MB4 p.2.

Focus Dialogue

A: Hi/Hello/Good morning/ Good afternoon.
 What's your name?
 B: My name is _____.
 A: How do you spell it?
 B: e.g. M-a-r-y.
 A: What do you usually do in e.g. autumn?
 B: I usually e.g. go hiking in autumn.
 A: Thanks! / Thanks a lot! / Thank you! / Thank you very much!
 B: You're welcome.

B. Ask your friends about their activities in different seasons.

name	seasons	activities
e.g. <u>Mary</u>	<u>autumn</u>	<u>go hiking</u>
1. _____	spring	_____
2. _____	summer	_____
3. _____	autumn	_____
4. _____	winter	_____
5.* _____	_____	_____

C. Write about your friends' activities in different seasons.

e.g. Mary usually goes hiking in autumn.

1. _____

2. _____

3. _____

4. _____

D. Answer the following question.

What day is it today? What is the weather like today?

Today, it is _____

It is _____ 24 _____

P3 Picture description Examples in KS1

Home group Activity

Instructions:

- Work in **groups of 4**.
- Put the cards on the desk. (**up-side down**)
- Take turns to take a card.
- Read the card and describe the **picture/topic**.
- Say as much **information** as **possible** (use **Wh-question words to help**)
- You **MUST** answer in complete sentences.
- Voice level : Can't be too loud (keep to your group only)
- **If your friend needs help, please give a hand.**



When you answer a question...

- Use complete sentence
- Use questions words to help you



When is Mary's dad's birthday?



1. What does Mary want to do?
2. How does she feel?



1. What is Mary doing?
2. What does she draw?



1. What does Mary say to her dad?
2. How does Mary's dad feel?

Examples in KS2

Module topic: Houses

P4 Group Discussion

After reading the story book “Our House” and learning the vocabulary, they have a discussion topic:

- As a Tsuen Wan resident, what facilities do you think that we should **improve**, **keep**, **remove** or **build** in Belvedere Garden ?
- Support your suggestions with **reasons**.

P4 Group Discussion

Give reasons for your suggestions

- I think Tsuen Wan should have
because
- I believe we should have
as.....
- I think Tsuen Wan people like to have **since**.....
- I believe should be a good idea. **It is because**.....

Sentence starters on *preferences* and *opinions*

Preference Sentence Starters

- I want to...../I don't want to
- I like/ I don't like the idea...
- I prefer... /I don't prefer.....
- I choose..../I won't choose....
- I favour his idea/ I don't favour ...

Opinion
sentence starters

I think...
I feel...
I know...
I believe...
In my opinion...
The best thing about...
Everyone should...
...is better than...
because...
If you liked ...
then you will love ...

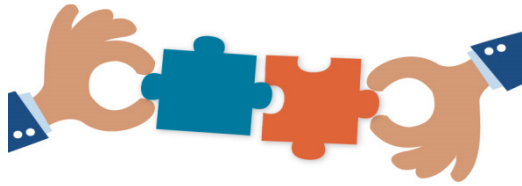


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P4 Group Discussion

Feedback from teachers:

- Increase the interaction
- Increase students' competence in concluding and analyzing the discussion
- Move forward from language fluency to language accuracy



How to maintain interaction in the group ?

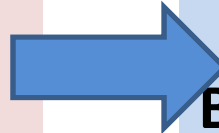
Low Interaction Situation

A: I think we should remove the **study rooms** in Belvedere Garden.

B: I think we should have a **library**.

C: I think we should have a **bigger market**.

D. I think there should be a **gym room**.



High Interaction Situation

A: I think we should remove **the study rooms** in Belvedere Garden because there are ten study rooms.

B: Yes, I agree. **There are too many study rooms**. Students can study at home.

C: I think **studying at home is not a good idea**. There are computers, TVs, toys.. at home.

P5 Individual presentation with electronics devices



Examples in KS2



In this module you will make a short "HOW TO" video using the Adobe Spark Video App on the iPad. You will present to your classmates, showing them how to do something, how to go somewhere, or how to understand something. This is called a **procedure**.

What is a Procedural Text?

A procedure is written to explain something in a step by step way.

- 1. Title:** Tells what the procedure is about – what you are going to do.
- 2. Materials:** Tells exactly what is needed to follow the procedure (also called *ingredients, tools, equipment, etc.*)
- 3. Steps:** Tells what to do in the correct order. It is usually written in subheadings. It is also useful to include pictures.
- 4. Conclusion:** A final comment, advice or reminder to give. It should not be part of the procedure. e.g. Remember to wash your hands.

Example

Title: How to make a cup of tea

Materials: kettle, 250 ml water, 1 teabag, 1 teacup, milk

- Step 1:** **Fill** an empty electric kettle with 1 cup (250ml) of fresh water.
- Step 2:** **Turn on** the kettle and wait until the water **boils**. You will hear a whistle.
- Step 3:** **Rinse** the teacup with boiling water. Then place the teabag in the teacup.
- Step 4:** **Pour** the boiling water over the teabag.
- Step 5:** **Wait** for 1-3 minutes. The tea gets a stronger taste if you wait longer.
- Step 6:** **Remove** the teabag with a teaspoon and throw it in the bin.
- Step 7:** **Add** milk or sugar if desired.
- Step 8:** **Drink** and enjoy the refreshing taste. You may like to eat a biscuit with your tea.

Conclusion: A good cup of tea, made properly, can refresh you.

Video Planner Name: _____ Class: _____

Slide 1:

Slide 2:

Slide 3:

Slide 4:

Slide 5:

Slide 6:

Choose from this list if you can't think of a good idea!



- How to ride a bike
- How to brush your teeth
- How to make a paper plane
- How to go to Ocean Park
- How to be a good friend
- How to take care of a(pet)
- How to make a pizza
- How to make an ant farm
- How to play Hide and Seek
- How to go to Disneyland
- How to make a Mother's / Father's Day card
- How to make bubbles
- How to train a dog to sit
- How to make a toy camera
- How to pass your exams
- How to play UNO / Connect 4
- How to stay healthy
- How to make a _____ sandwich
- How to make popcorn
- How to make a sock puppet
- How to make chocolate cupcakes
- How to fly a kite
- How to make fried rice



Feedback

At the end of the unit, you will show the video to your classmates. They will give you **feedback** about the following things:

1. Was your **voice clear** and loud enough?
2. Did they **understand** your steps?
3. Were the steps in the **correct order**?
4. Did you make any **spelling** or **grammar mistakes**?
5. Did the pictures **match** the steps?
6. Was the content **interesting**?
7. Was the content **funny** or **surprising**?



REMINDERS

A procedure is written in the **present tense**.



Use **action words** (imperatives) to show the steps.

put, cut, collect, combine, add, separate, mix, stir, bake, research, investigate, call, ask, decide, run, climb, smile, jump, deal, fold, remove, place, spread, dissolve, chop, squeeze, boil, freeze, take

Use sequence markers. *First, then, next, before, after that, after a while, finally*

Examples in KS2

P6 Group discussion / debates

Giving feedback

I liked your idea about ...

That sounds fantastic!

What a great idea!

I think that's very interesting

Closing

Let's stop here.

Time's up. Let's stop now.

Any more comments?

Okay. The decision is.....

Give opinions

Consider all sides

P6 Graduation
How should it be organized? What kinds of activities?

I think we should for P6 graduation.

- A. P6 student
- B. Parent
- C. P6 Class teacher
- D. Principal

Enrichment of Speaking Environment

- **Guided Reading lessons**
- **Extended learning in Multi-intellectual lessons**
 - P1-P2: Fun English
 - P3: Funny cooking
 - P4-6: class performance (like drama in Education, Readers' theatre)
- **Daily recess activities in Wonderland**
- **English Speaking Day**
 - Morning assembly
 - Corridor games
 - Recess games
 - Story telling
- **Mini-Theatre shows**

Highlights

- 1. Develop holistic speaking-skill framework**
- 2. Integrate language skills and other generic skills**
- 3. Clear criteria and high expectations**
- 4. Provide effective feedbacks**
- 5. Deliberate and ample practices in the classroom**
- 6. Encourage the use of English outside the classroom**
- 7. Create positive environment**

Utube/TED Talks:

Influential speeches are helping knowledge and experience to spread in 21st Century

**Steve Jobs: Stanford University
Commencement Ceremony 2005**

Eve Chan Yeung-ming

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Speaking skills help bolster self confidence. This will translate into confidence that can help students go through other challenges in their life.

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