New GCSE – reNEWed Framework – New NSC
Creativity in Speaking

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Reasons to focus on speaking

new Ofsted framework

new secondary curriculum

renewed framework

new GCSE

“Employers want conversational ability, which will give a good impression, help to build relationships and make new contacts.

Are there other things that you would like to be able to say in an unplanned situation which you either haven’t learned in class yet or have not fully understood?

I just want to talk fluent Spanish

Extract from a House of Lords Debate, 3 December 2009

Rachel Hawkes
The changing landscape of languages

“Across all phases speaking is the least well developed of all the skills. Students’ inability to be able to say what they want to say in a new language has a negative impact on their confidence and enthusiasm.”

“A further hindrance to speaking fluently was that sound-spelling links not been taught well.”

“…it was much rarer for reading or listening to be used to stimulate discussion and communicative activities.”

‘When required to speak at greater length or in new situations, [students’] accuracy and fluency deteriorate, partly because their grasp of structure is usually less secure than their retention of vocabulary.’

“Overall, there was insufficient emphasis on helping students to use the language spontaneously for real situations. Consequently, too few students could speak creatively, or beyond the topic they were studying, by making up their own sentences in an unrehearsed situation. Several students said that being able to say what they wanted to say would improve their enjoyment.”

Rachel Hawkes
NEW secondary curriculum (speaking related PoS)

1.1 Linguistic competence
a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
b. Applying linguistic knowledge and skills to understand and communicate effectively.

1.2 Knowledge about language
a Understanding how a language works and how to manipulate it.

1.3 Creativity
a Using familiar language for new purposes and in new contexts.
b Using imagination to express thoughts, ideas, experiences and feelings.

2.2 Developing language skills
c respond appropriately to spoken and written language
d use correct pronunciation and intonation
e ask and answer questions
f initiate and sustain conversations
k deal with unfamiliar language, unexpected responses and unpredictable situations.

3. Range and content
a the spoken and written forms of the target language

4. Curriculum Opportunities
a. hear, speak, read and write in the target language regularly and frequently within the classroom and beyond
b. communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes
c. use an increasing range of more complex language
g. use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum

Rachel Hawkes 😊
<table>
<thead>
<tr>
<th>Year 7 Framework - speaking</th>
<th>Year 8 Framework - speaking</th>
<th>Year 9 Framework - speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4 Talking together</strong></td>
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</tr>
<tr>
<td>Y7  Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work</td>
<td>Y8  Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges</td>
<td>Y9  Make extended and/or frequent contributions to classroom talk</td>
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<tr>
<td>Y7  Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions</td>
<td>Y8  Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member</td>
<td>Y9  Deal effectively with unexpected responses in order to sustain conversations and discussions</td>
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<td><strong>1.5 Presenting and narrating</strong></td>
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<td>Y7  Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation</td>
<td>Y8  Use some complex language in a prepared but unscripted talk or narrative</td>
<td>Y9  Respond quickly and appropriately to audience comments or questions following a talk or narrative</td>
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<td>Y7  Engage listeners’ attention through expression and non-verbal techniques</td>
<td>Y8  Add authenticity through use of simple idioms</td>
<td>Y9  Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary</td>
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<tr>
<td><strong>4.4 Sentence structure</strong></td>
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<td>Y7  Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences</td>
<td>Y8  Develop and improve sentences by adding, rearranging or replacing elements</td>
<td>Y9  Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences</td>
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<td><strong>4.6 Questions and negatives</strong></td>
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<td>Y7  Understand and use confidently some common question types in different contexts</td>
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Rachel Hawkes 😊
### NEW GCSE Assessment criteria (speaking component - Edexcel)

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<thead>
<tr>
<th>Criterion</th>
<th>Level</th>
<th>Achievement</th>
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<tbody>
<tr>
<td><strong>Interacts very well</strong></td>
<td>16-18</td>
<td>Very accurate, with only isolated and usually insignificant errors.</td>
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<tr>
<td><strong>Speaks very confidently and with spontaneity</strong></td>
<td>16-18</td>
<td>Consistently good pronunciation and intonation.</td>
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<td><strong>Frequently takes initiative and develops elaborate responses</strong></td>
<td>16-18</td>
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<td><strong>No difficulty in expressing and explaining a range of ideas and points of view</strong></td>
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<td><strong>Very little or no hesitation</strong></td>
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<tr>
<td><strong>Able to deal with unpredictable elements without difficulty</strong></td>
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<tr>
<td><strong>Communicates comprehensive and detailed information related to chosen stimulus</strong></td>
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<td><strong>Interacts well.</strong></td>
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<td><strong>Speaks confidently.</strong></td>
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<td><strong>Takes initiative and develops more elaborate responses.</strong></td>
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<tr>
<td><strong>Has little difficulty expressing and explaining ideas and points of view.</strong></td>
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<td><strong>Little hesitation and little or no prompting necessary.</strong></td>
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<td><strong>Able to deal with unpredictable elements with some success.</strong></td>
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<td><strong>Communicates detailed and relevant information related to chosen visual/topic/stimulus.</strong></td>
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<td><strong>Interacts well.</strong></td>
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### Details

- **Uses wide range of appropriate vocabulary and structures, including complex lexical items.**
- **Consistently competent use of different tenses.**
- **Good variety of appropriate vocabulary and structures.**
- **Unambiguous use of different verb tenses.**
- **Generally at ease with subordination.**
- **Adequate but predictable range of vocabulary and structures.**
- **May include different tenses or time frames, perhaps with some ambiguity.**
- **Some examples of subordination.**
- **A fair number of errors made, including some basic, but communication overall unaffected.**
What do you think we mean by unplanned or spontaneous speaking?

a) Lack of prior preparation
b) Absence of written support
c) The immediacy of the experience
d) Like a conversation
e) Not knowing the questions/answers in advance

289 students from Years 7 – 10 from 5 different secondary schools were asked.
Why do you think unplanned or spontaneous speaking is an important focus in language learning?

Students feel that what they can do without notes/preparation is what they 'truly' know.

They also mention the link between spontaneous speaking and increased confidence.

"Because in real life you don't know what the other person is going to say."

2/3 students asked equate spontaneous speaking with ‘real life’ activity.

"To make sure you definitely know it and are able to have conversations without reading off a sheet."
Define a confident language learner - how would he/she cope in an unplanned speaking situation?

1) Most other answers stress fluency as key
2) Fewer mention accuracy
3) Top set students most likely to mention accuracy AND fluency together
4) A few mention quality of language, including range of vocabulary, tense use, opinions, extended answers - particularly Year 10 learners and 9 top sets
5) Rare answers mention attributes of a confident learner mentioned were: risk-taking, not afraid of mistakes, responds readily, good pronunciation
6) Very few mentioned these strategies: listen carefully to pick out key words and understand the question, take time to think, use words and structures they know, ignore mistakes and keep going, use gestures and facial expression to help support meaning.

"They would cope really well because they would speak confidently and spontaneously really easily"

2/3 answers are unrealistic and do not mention strategies or attributes of a language learner in unrehearsed speaking situations.
**Speaking targets**
- Give detailed information
- Express personal opinions
- Justify points of view
- Use longer sequences of speech
- Use a variety of vocabulary and structures
- Use time references
- Refer to the past
- Refer to the future

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**Do these speaking targets work for spontaneous talk?**

**Can learners have these sorts of targets in their heads in an unplanned speaking situation?**

**If not, what targets or strategies would we give to learners who are trying to hold a 'conversation' in the target language?**
• Listen to the question VERY carefully – work to make sense of it

• Buy yourself time with a ‘hesitation’ word

• Think of something you know you can say quickly – e.g. Repeat back a couple of words of the question with raised intonation - ¿Todos los días?

• Use what you know how to say when you put your answer together (not necessarily exactly what you want to say)

• Keep talking for as long as you can – it’s always easy to add in a ‘por ejemplo’ or an opinion

• When you are beginning to run out of flow, ask a question! (¿Y tú?)

• Use other ‘help’ to get your message across well – i.e. expression, emotion – sound like you mean it + facial expressions + body language + gestures

“A confident language learner wouldn't panic, would listen carefully for key words to respond to and take time to think about answer.”

“A confident learner would use the words they do know to turn the conversation to what they are comfortable to speak about - use heavy facial expression and body language.”

“A confident learner would be able to use what they know already to come up with appropriate responses - and maybe even ask new questions.”
Key strategies to improve speaking

• Teaching sound-written patterns (phonics)
• Building a framework for spontaneous talk
• Providing opportunities for planned and unplanned talk
• Focusing on key structures
• Providing a range of stimulus material to respond to
• Using technology to enhance interactions
Teaching (speaking) a NEW

les Franco-phoniques

Phonics

Group Talk

Planned → Unplanned

Key structures

Meanings matter

InteraCTion

Rachel Hawkes
Key strategies to improve speaking

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