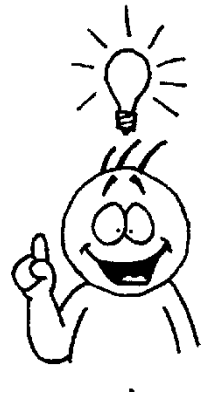


# *New GCSE – reNEWed Framework – New NSC* **Creativity in Speaking**



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Rachel Hawkes 

# Reasons to focus on speaking



department for  
children, schools  
and families



Qualifications  
and Curriculum  
Development  
Agency

*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**



# 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.*”

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

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

“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.”



# 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***

## Year 7 Framework - speaking

## Year 8 Framework - speaking

## Year 9 Framework - speaking

### 1.4 Talking together

Y7 Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work

Y7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions

### 1.5 Presenting and narrating

Y7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation

Y7 Engage listeners' attention through expression and non-verbal techniques

### 4.4 Sentence structure

Y7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

### 4.6 Questions and negatives

Y7 Understand and use confidently some common question types in different contexts

Y7 Understand and use confidently some common negative forms in different contexts

### 1.4 Talking together

Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges

Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

### 1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative

Y8 Add authenticity through use of simple idioms

### 4.4 Sentence structure

Y8 Develop and improve sentences by adding, rearranging or replacing elements

### 4.6 Questions and negatives

Y8 Understand and use a range of question types

Y8 Understand and use a range of negative forms

### 1.4 Talking together

Y9 Make extended and/or frequent contributions to classroom talk

Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions

### 1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative

Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

### 4.4 Sentence structure

Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

### 4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses

Y9 Make confident use of negative forms with simple and compound tenses

# NEW GCSE Assessment criteria (speaking component - Edexcel)

<p>Communicates comprehensive and detailed information related to chosen stimulus</p> <p><b>Interacts</b> very well</p> <p><b>Speaks very confidently and with spontaneity</b></p> <p>Frequently <b>takes initiative</b> and <b>develops elaborate responses</b></p> <p>No difficulty in expressing and explaining a range of ideas and points of view</p> <p><b>Very little or no hesitation</b></p> <p>Able to <b>deal with unpredictable elements</b> without difficulty</p>	16-18	<p>Uses wide range of appropriate vocabulary and structures, including complex lexical items</p> <p>Consistently competent use of different tenses.</p>	6	<p>Very accurate, with only isolated and usually insignificant errors.</p> <p><b>Consistently good pronunciation and intonation.</b></p>	6
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus.</p> <p><b>Interacts well.</b></p> <p><b>Speaks confidently.</b></p> <p><b>Takes initiative</b> and develops <b>more elaborate responses.</b></p> <p>Has little difficulty expressing and explaining ideas and points of view.</p> <p><b>Little hesitation</b> and little or no prompting necessary.</p> <p>Abe to deal with <b>unpredictable elements with some success.</b></p>	12-15	<p>Good variety of appropriate vocabulary and structures.</p> <p>Unambiguous use of different verb tenses.</p> <p>Generally at ease with subordination.</p>	5	<p>Some errors, especially in more complex structures, but generally accurate.</p> <p><b>Pronunciation and intonation generally good.</b></p>	5
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions.</p> <p><b>Some interaction</b></p> <p>Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.</p> <p><b>Conveys opinions, but rarely expands.</b></p> <p>Some hesitation</p> <p><b>Able to deal with some unpredictable elements.</b></p>	8-11	<p>Adequate but predictable range of vocabulary and structures.</p> <p>May include different tenses or time frames, perhaps with some ambiguity</p> <p><b>Some examples of subordination</b></p>	3-4	<p><b>A fair number of errors made, including some basic, but communication overall unaffected.</b></p> <p><b>Pronunciation and intonation generally accurate.</b></p>	3-4

# What do you think we mean by unplanned or spontaneous speaking?

**289 students from Years 7 – 10 from 5 different secondary schools were asked.**



- 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

**"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.

**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.

**"To make sure you definitely know it and are able to have conversations without reading off a sheet."**



"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.

## 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*

## **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

**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*



**Phonics**



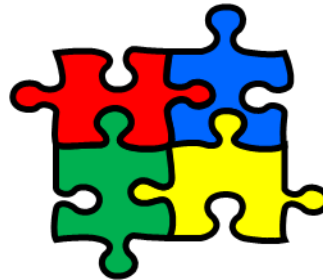
**Group Talk**



**Planned →  
Unplanned**



**Key structures**



**Meanings  
matter**



**InteraCTion**

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