Resources for sharing of PEEGS project deliverables

School Name: <u>Chan Sui Ki (La Salle) Primary School</u>

I.   Programme Overview and Experience Sharing

1) Target development area	Enriching the English language environment in school
2) Target Level	*P.4 – P.6*
3) Skill Focus	*Writing and Speaking*
4) Programme Description	***Key Features of the programme*** A school-based Public Speaking Programme was implemented in P.4 – P.6 to provide students with more opportunities to develop a broad range of generic skills and use English for purposeful communication both inside and outside of the classroom. ***Lesson arrangement for the entire programme*** 3 – 4 modules related to with the topics of textbooks are designed for each level. 5 – 9 lessons are allocated for each module, including the introduction of theme-based knowledge, teaching of speech writing and speech delivery skills.
5) Experience Sharing	On selecting topics for a school-based public speaking programme: - Choose topics of interest that align with the existing curriculum. The time constraint is always there so if students have some prior knowledge of the topic, it will help save lesson time. On balancing speech writing and speech presentation: - Students need to build their speeches from scratch, but teachers do not want to turn the public speaking lessons into mostly writing lessons. It helps to summarise the learning focus and examples in a note sheet (or booklet) so students will have something to refer to when they complete the rest of their speeches as assignment. Create opportunities for students to interact with one another in class. It can be a small practice of using different emotions to say the same line or read what they have drafted to their partners. Give them a chance to 'open up' in every lesson. Do not save all the speaking activities till the end of a 6-lesson unit. On building confidence - Speaking in front of the whole class can be dreadful for beginners. Start small. Do pair practice first. Then address a small group of 3 to 4 people. This gets them better prepared for the public speech. It does not have to be the whole speech at first, students can choose to do only a paragraph in front of the class. It's a gradual process. It's important for students to receive positive feedback from teachers and peers. Be generous with compliments. On teaching research - The internet is full of content written in good English which students can be tempted to copy indiscriminately from. Teach students to jot down the hard facts, statistics, and names mainly, if not only. Remind them not to copy complete sentences or clauses. Jotting down verbs might help them write their own sentences. If they are insecure about simple notes, show them how to bookmark useful websites on the browser. On catering for earner's diversity and teacher's expectations ✓ More able students:

		Provide diversified self-directed learning resources, such as videos and online articles, to extend their learning.

✓ Less able students:
Start with simpler tasks, design graded learning materials and allocate more lesson time for guided writing.

- It's easy to assume students who do not perform well in General English are less motivated to participate in public speaking lessons. This might not be true. Some students will surprise you with their interest in applying skills (e.g. using onomatopoeia as a hook to grab attention) they learnt in class.

On flexibility
If face-to-face lessons are suspended or there is not enough lesson time for every student to do the speech in class, students can videotape their speech and upload them onto online platforms for assessment and peer evaluation.

On assessment and ongoing integration with the General English Curriculum
- Include assessment in the planning. Vary the modes of assessment: self-assessment, peer evaluation, verbal feedback, checklists, the likes on Padlet. In the beginning stage, focus on formative assessments.
- With more experience in launching the programme, start discussing summative assessment and weighting in the English subject grade. For the public speaking programme to stay sustainable, do not position it as an enrichment programme or a course for the elite students, but a part of the core curriculum. Assessments play a vital role in setting the expectations of students, teachers and parents.

II. Module Pack

Item	Resource
1) **Theme/ Topic**	Taking care of the Earth
2) **Module**	Environmental Protection
3) **Skill Focus**	✓ Understand the features of a persuasive speech ✓ Distinguish between opinions and facts ✓ Make good use of facts researched as supporting details in speeches ✓ Make good use of stress and intonation when delivering speeches
4) **Language Focus**	Vocabulary: ✓ Vocabulary items related to environmental problems around the world Language Structures: ✓ Connectives (e.g. unless, apart from, besides) ✓ 'Stop' + gerund

5) **Learning and Teaching Resources**	✓ Unit Plan
	✓ Worksheets
	  - WS1_SDL_6AD_P6-U3-PS-EP_CSKPS (catering for learners' diversity)
	  - WS1_SDL_6BCE_P6-U3-PS-EP_CSKPS (catering for learners' diversity)
	  - WS2_Research_P6-U3-PS-EP_CSKPS
	  - WS3_Speech Writing_P6-U3-PS-EP_CSKPS
	✓ Student Booklets
	  - Booklet_6AD_P6-U3-PS-EP_CSKPS (catering for learners' diversity)
	  - Booklet_6BCE_P6-U3-PS-EP_CSKPS (catering for learners' diversity)
	✓ PowerPoint Presentations

Item	Resource
	- PPT 1_P6-U3-PS-EP_CSKPS - PPT 2_P6-U3-PS-EP_CSKPS - PPT 3_P6-U3-PS-EP_CSKPS - PPT 4_P6-U3-PS-EP_CSKPS - PPT 5_P6-U3-PS-EP_CSKPS