Professional Development Programme

From Planning to Practice: Enriching the School English Speaking Curriculum to Foster Whole-person Development and Diverse Talents at the Secondary Level

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Workshop Objectives

- To strengthen teachers' capacity to plan a school English speaking curriculum that spports the progressive development of students' speaking skills

- To equip teachers with strategies for designing engaging speaking tasks that promote authentic and purposeful use of English within and beyond the English language classroom

- To share effective curriculum practices in enriching the school English speaking curriculum to foster whole-person development and nurture talents

When Learning a Language...

Language Skills	Language Systems
• Reading • Writing • Listening • **Speaking**	• Grammar • Vocabulary • Pronunciation

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Language Skills and Language Development Strategies for Key Stages 1 – 4 (P1 – S6)

Language skills include the skills of listening, speaking, reading and writing. They enable students to communicate effectively for the various purposes described in the Learning Targets. Language development strategies are the strategies that students need to develop in order to become motivated, independent and responsible for their own learning. Teachers should make reference to the following lists and help students develop the language skills and language development strategies in a progressive manner.

Speaking Skills
Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)

• *Present information, ideas and feelings clearly and coherently*
  - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜːl/)
  - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you / ˈθæŋkjuː/)
  - produce simple phrases and sentences involving repetition or lists (e.g. I like bananas, apples and oranges)
  - use simple phrases and sentences to communicate with others with the help of cues
  - connect ideas by using cohesive devices (e.g. and, but, or)
  - imitate appropriate stress, rhythm and intonation
  - give a simple description to express meaning of an unknown word in response to the teacher's prompts
	• *Present information, ideas and feelings clearly and coherently*
	  - use appropriate register when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?)
	  - apply grammar rules such as subject-verb agreement correctly (e.g. Peter plays football every Sunday.)
	  - connect ideas by using cohesive devices (e.g. also, at last, before)
	  - use gestures and facial expressions to convey meaning and intention
	  - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)	KS4 (S4 – 6)
• *Present information, ideas, and feelings clearly and coherently* - convey ideas and information in conversations or discussions - use words and expressions appropriate to the context - use appropriate discourse markers - use correct pronunciation, intonation and register for different purposes	• *Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts* - present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes - describe details that support a main idea - use a variety of vocabulary appropriately - use language appropriate to the role or situation at different levels of formality - use persuasive devices effectively*
• *Participate effectively in an oral interaction* - seek and give clarification, explain what information one requires and why, rephrase one's questions when necessary, sum up points made and redirect the discussion when the need arises - make a balanced contribution without either dominating the discussion or being too reticent - express, elicit and respond to ideas, opinions and feelings in a group discussion	• *Participate effectively in an oral interaction* - open and close an interaction appropriately - verbalise inability to understand, ask for slower repetition and spelling when needed - maintain an interaction by being a good listener and take turns at the right moment - make judgements and suggestions, support and develop the views of others, disagree and offer alternatives, reply, ask relevant questions, explain, give examples and use formulaic expressions where appropriate - lead or guide discussion and negotiations, using effective strategies - solicit sharing of experiences, views, attitudes and values - use appropriate interaction skills and conversational strategies - use appropriate register in conversations*

These skills and abilities are developed in English lessons so they can be used in our out-of-class communication.

Press conferences

Interviews

YouTube videos

Sales pitch

Phonology and intonation	Body language	Vocabulary	Expressing information & ideas
Voice projection	Timing	Language patterns	Elaborating on appropriate aspects of the topic
Fluency	Asking / responding to questions	Self-correction / reformulation	Organisation

When should we teach these?

Do students only develop and practise these skills within the English language classroom?

What else can students develop while developing these skills?

Do we pay equal attention to these?

How can students develop and improve these skills beyond the English language classroom too?

Phonology and intonation

Voice projection

Fluency

Body language

Timing

Asking / responding to questions

Vocabulary

Language patterns

Self-correction / reformulation
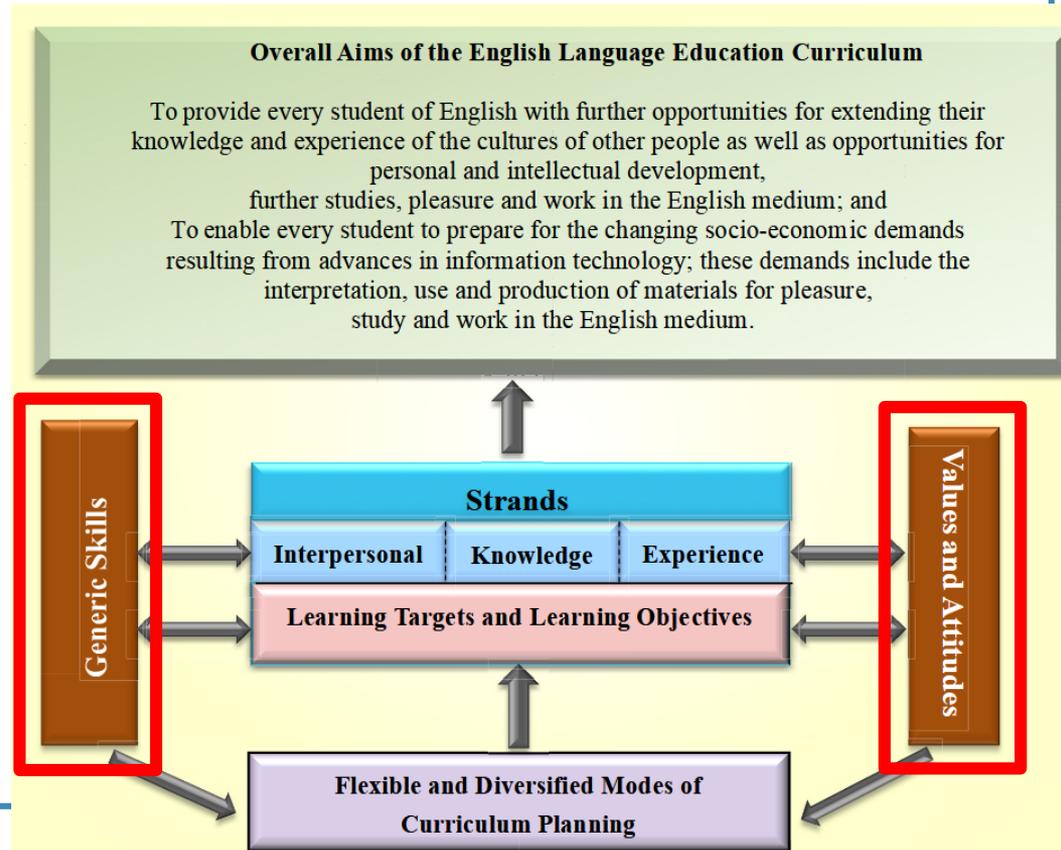
Expressing information & ideas

Elaborating on appropriate aspects of the topic

Organisation

Developing School-based Speaking Curriculum: Considerations

- **Alignment with the Curriculum Framework**

1. Language forms and communicative functions

2. Language skills and language development strategies

3. Attitudes specific to English language learning

Overall Aims of the English Language Education Curriculum

To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

Generic Skills

Strands

| Interpersonal | Knowledge | Experience |

Learning Targets and Learning Objectives

Values and Attitudes

Flexible and Diversified Modes of Curriculum Planning

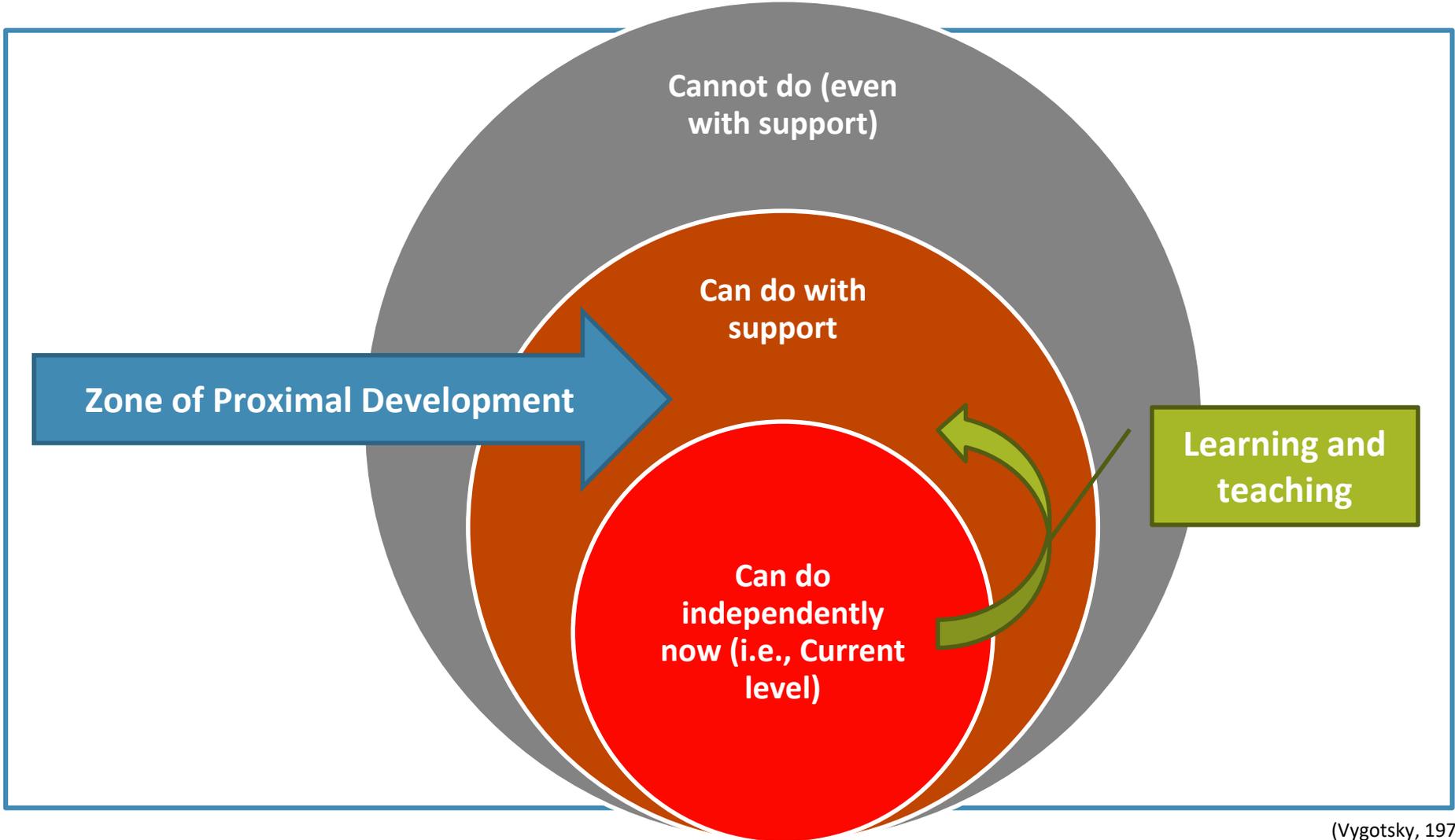# Developing School-based Speaking Curriculum: Considerations

- **Progressive development across key stages**

- Map speaking outcomes to Key Stage targets (Primary → Junior Secondary → Senior Secondary)

"It's cold in here."

Genres and text types

Micro-skills (e.g., linguistic, paralinguistic, prosodic)

KS3 (S1 – 3)	KS4 (S4 – 6)
• *Present information, ideas, and feelings clearly and coherently*	• *Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts*
- convey ideas and information in conversations or discussions	- present feelings, views and arguments coherently and convincingly with suitable reasoning, suggestions and strategies for various contexts and purposes
- use words and expressions appropriate to the context	- describe details that support a main idea
- use appropriate discourse markers	- use a variety of vocabulary appropriately
- use correct pronunciation, intonation and register for different purposes	- use language appropriate to the role or situation at different levels of formality
	- use persuasive devices effectively*

Zone of Proximal Development

Cannot do (even with support)

Can do with support

Can do independently now (i.e., Current level)

Learning and teaching

(Vygotsky, 1978)

Developing School-based Speaking Curriculum: Considerations

- **Contextual and student-centered considerations**

Students' proficiency levels

Socio-economic factors
(e.g., Do students have opportunities for English exposure and practice outside of school?)

Fluency (confident, flowing communication) vs. **Accuracy** (correct grammar, pronunciation and vocabulary)

Learning environment
(e.g., Do students feel safe to take risks and make mistakes?)

Teacher collaboration (e.g., across KSs and KLAs)

Professional development

Developing School-based Speaking Curriculum: Considerations

- **Integration with modules and themes**

- Embed speaking tasks within thematic units to ensure contextualised, authentic and meaningful use of English

Thematic Unit: The World of Social Media

| Students _read_ an article about the phenomenon of "Finstas" and "Rinstas" | → | Students _jot down_ the perceived benefits and drawbacks of this practice | → | A class discussion: "Is having a 'Finsta' inherently deceptive?" | → | Students actively _listen_ to their peers' arguments to formulate counter-arguments | → | Students _present_ their opinions |

Developing School-based Speaking Curriculum: Considerations

- **Support and initiatives beyond English language classrooms**

Speaking Across the Curriculum (SAC)

Life-wide learning experiences + Extra-curricular activities
(e.g., community projects, cultural exchanges)

High quantity of comprehensible input
(e.g., campus TV, English signage, school announcements)

Consistent routines
(e.g., daily speaking opportunities, library check-outs)

Competitions
(e.g., Hong Kong Schools Speech Festival)

Common factors to consider

Alignment with the Curriculum Framework
Progressive development across key stages
Contextual and student-centered considerations
Integration with modules and themes

School-based speaking curriculum

Support and initiatives beyond English classrooms

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Sources of Reference Materials for Planning and Developing School-based Speaking Curriculum

- **Language Proficiency Scales (e.g., CEFR, GSE)**
- **Curriculum Documents**
- **Assessment Criteria**

EDB's Learning Progression Framework: Speaking Skills

The **L**earning **P**rogression **F**ramework for
ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
    - showing interest to communicate,
    - facing the listener,
    - maintaining eye contact,
    - speaking at a volume appropriate to the situation,
    - enhancing own spoken texts with appropriate gestures and facial expressions,
    - responding readily to others' questions, opinions or comments, and
    - turn-taking in conversations and discussions.
    Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.

5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

ATM = Attainment Milestone

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/LPF_Poster%202_speaking.pdf

EDB's Learning Progression Framework: Speaking Skills

Content, organisation and communication strategies

Language

Pronunciation, stress, rhythm and intonation

EDB's Learning Progression Framework: Speaking Skills

Content, organisation and communication strategies

Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions

Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication

Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication

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Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies

Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

EDB's Learning Progression Framework: Speaking Skills

Language

Using predominantly formulaic language and simple words quite appropriately

Using some simple language forms and functions quite appropriately

Using some simple language forms and functions quite appropriately and accurately

Using simple language forms and functions quite appropriately and accurately

Using a small range of language forms and functions quite appropriately and accurately

Using a range of language forms and functions quite appropriately and accurately

Using a range of language forms and functions generally appropriately and accurately

Using a wide range of language forms and functions generally appropriately and accurately

EDB's Learning Progression Framework: Speaking Skills

Pronunciation, stress, rhythm and intonation	Pronouncing some simple words quite accurately
	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately
	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation
	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation
	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation
	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation
	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation
	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Possible Uses of Frameworks / Assessment Criteria

- Design school-based curriculum based on students' needs and proficiency: Descriptors/assessment criteria become the syllabus

- Use descriptors/assessment criteria to set clear learning goals **The "What"**

- Make the descriptors/assessment criteria the lesson objectives

- Inform lesson and activity design **The "How"**

- Encourage self-assessment and peer feedback using "Can Do" language **The "Where am I now?"**

- Track progress and personalise learning **The "What's next?"**

- Inform the design of activities/initiatives beyond English language classroom

Enhancing **Assessment Literacy** through

Effective Use of the Learning Progression Framework

(Writing and Speaking Skills) **(Re-run)**

English Language Education Section
Curriculum Development Institute
Education Bureau
May – June 2025

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https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/professional-development-programmes/2425/LPF_Writing_Speaking_2425_web.pdf
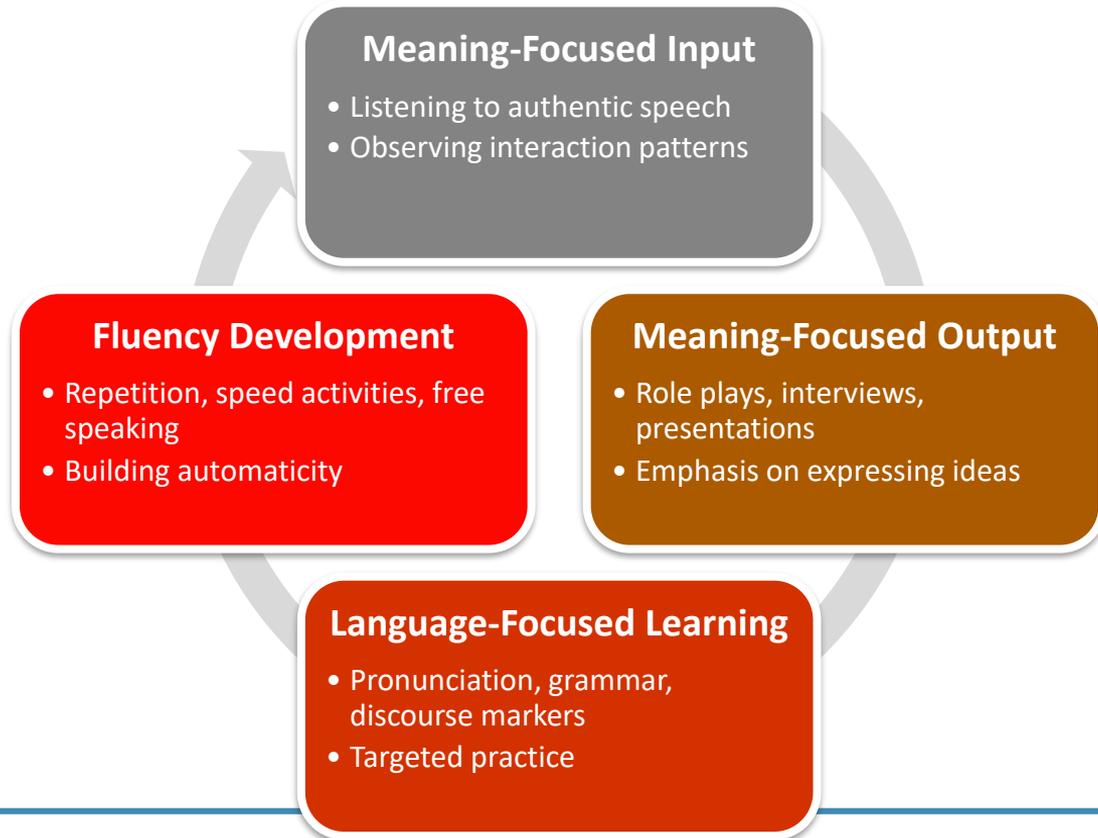
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/professional-development-programmes/2425/LPF_Reading_Listening_2425_web.pdf

Enhancing **Assessment Literacy** through

Effective Use of the Learning Progression Framework

(Reading and Listening Skills) **(Re-run)**

English Language Education Section
Curriculum Development Institute
Education Bureau
March 2025

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Nation's Four Strands: A Balanced Curriculum

Meaning-Focused Input
- Listening to authentic speech
- Observing interaction patterns

Fluency Development
- Repetition, speed activities, free speaking
- Building automaticity

Meaning-Focused Output
- Role plays, interviews, presentations
- Emphasis on expressing ideas

Language-Focused Learning
- Pronunciation, grammar, discourse markers
- Targeted practice

(Nation, 1996, 2007)

Nation's Four Strands: A Balanced Curriculum

- Design tasks and activities that cycle through all four components

- Ensure balance between accuracy and fluency

- Scaffold speaking tasks to support progressive development

- **Topic: Environmental issues**

Input	Output	Language focus	Fluency
• Watch a documentary clip (meaning-focused input)	• Group discussion on solutions (meaning-focused output)	• Modal verbs for suggestions	• Speed debate in pairs

Learning and Teaching Cycle
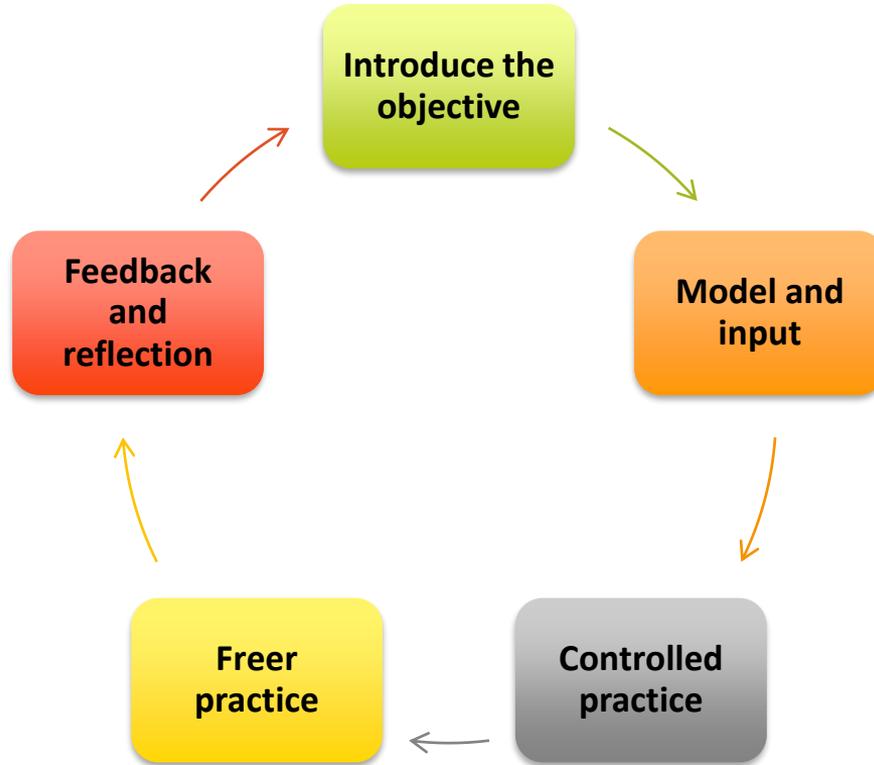
We use language to organise and realise our thoughts (Everett, 2013).

- Speaking is not just the output of thought. It is the **process of thinking** itself (e.g., argue a point, articulate a problem).
- Speaking is essential for thinking.

We also need language when studying non-language subjects (Coyle et al., 2012).

- In content subjects, students learn **a new way of talking and thinking** (e.g., justify a solution, explain results).
- By integrating purposeful speaking tasks, we are not teaching English. We are teaching students to think like a mathematician, a scientist, a historian, etc.

Speaking also happens outside English classroom (Reedy & Bearne, 2021).

- The English classroom: the tools of language are introduced and serviced
- Every other classroom and setting: the construction site where those tools are used **to build real understanding**
- Our goal is to be **intentional about capitalising on these opportunities** that are already happening organically (e.g., life-wide learning)

Designing Effective Speaking Tasks

- Create tasks that are purposeful, engaging and inclusive

❑ Real-world communicative competence

❑ Functional use of language

❑ Learner-centered design

❑ Promote whole-person development and life-long learning

Both within and beyond English classroom!

Designing Speaking Activities: Basic Principles

Understanding task purpose

Task-based learning (TBL) approach

Speech act theory in task design

Teaching paralinguistic & tonal features

Both within and beyond English classroom!

Characteristics of tasks

Real-world communicative competence
Functional use of language
Learner-centered design
Promote whole-person development and life-long learning

Within English Language Classroom

Beyond English Language Classroom (e.g., SaC, co-curricular activities)

Understanding task purpose
Task-based learning (TBL) approach
Speech act theory in task design
Teaching paralinguistic & tonal features

Pedagogical principles

Understanding Task Purpose

- Three types of talk (Brown & Yule, 1983)

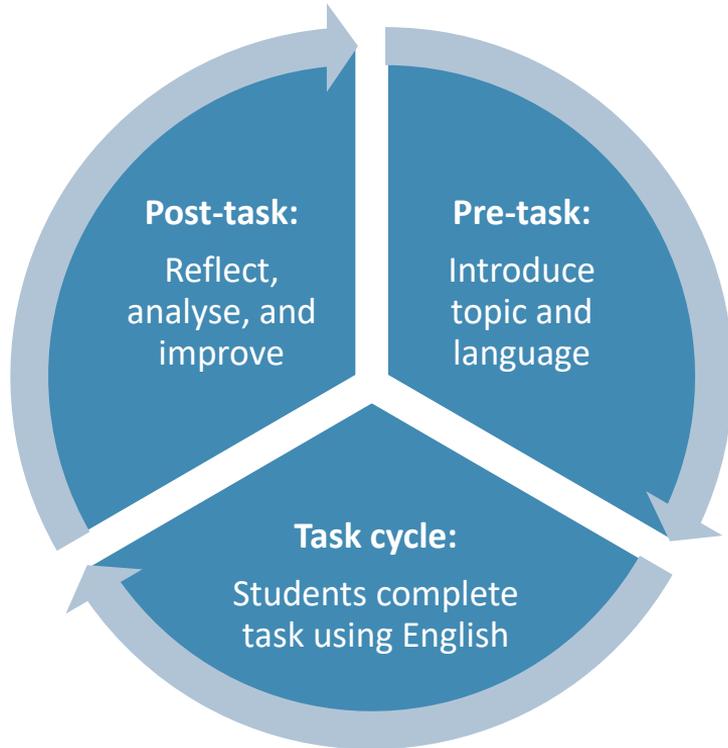| Talk as interaction	Talk as transaction	Talk as performance
• Social exchanges (e.g., greetings, small talk)	• Information-focused (e.g., giving directions, making requests)	• Prepared speech (e.g., presentations, storytelling)
Interviewing new teachers (e.g., hobbies, favourite travel destination)	**Cross-curricular "Escape Room" challenge (e.g., solve a series of puzzles collaboratively; each puzzle is based on a different subject)**	**School-wide TED Talk Festival (e.g., give a short talk on a topic students are passionate about, ideally connected to a subject they study)**

Understanding Task Purpose

Speaking Across the Curriculum (SaC)

- The activities are not to add something additional to content subjects. It is simply to become more intentional about making use of the three different types of talk that are already at the heart of every academic discipline.

- By doing this collectively, as a whole school, we can ensure our students graduate not just with English, but with the full spectrum of communication skills they need for life.

Task-Based Learning (TBL) Approach

Post-task: Reflect, analyse, and improve

Pre-task: Introduce topic and language

Task cycle: Students complete task using English

Speaking Across the Curriculum: Geography

Design a plan to reduce traffic congestion in Kwun Tong, and pitch this idea.

(Willis, 1996; Willis & Willis, 2007)

Task-Based Learning (TBL) Approach

|	
Pre-task	• Present the problem (e.g., Traffic congestion in Kwun Tong has got worse in the last decade.) • Brainstorm the language of persuasion (e.g., *Our solution is effective because…*, *The key benefit of this is…*, *We recommend this because…*)
Task cycle	• Groups brainstorm their solution, create a simple visual (e.g., poster or slides) and plan their 3-minute pitch. • Groups deliver their pitch to a panel (e.g., made up of other teachers, classmates, or even community members). The focus is on persuading the panel.
Post-task	• The panel gives immediate feedback on the content and persuasiveness of the pitch. • The teacher leads a discussion on the language used (e.g., *Which group was very persuasive? What words did they use that made their argument strong?*) • The teacher focuses on a language area that needs improvement (e.g., using linking words for cause and effect: *as a result, consequently, this leads to*).

Task-Based Learning (TBL) Approach

Speaking Across the Curriculum (SaC)

- Brown and Yule's (1983) three types of talk: "what"

- TBA approach: "how" to implement the "what"

- A recipe that provides the essential scaffolding to make learning happen in any classroom

- Speaking tasks are powerful learning cycles

Speech Act Theory in Task Design

- Speech acts = Language used to achieve goals

- Common speech acts (**language functions / communicative functions**):
  - ❑ Requesting
  - ❑ Justifying
  - ❑ Persuading
  - ❑ Apologising
  - ❑ Complimenting
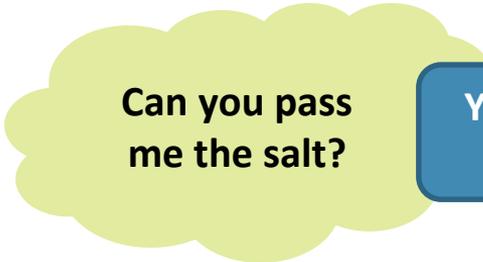
Can you pass me the salt?

Yes/No question? Request?

Teaching Paralinguistic and Tonal Features

- Beyond words:

❑ Tone of voice (e.g., polite vs assertive)
❑ Facial expressions
❑ Gestures and posture
❑ Pausing and pacing

- These features shape meaning and impact communication success

Applicable to any kinds of speaking activities within and beyond English classroom!

Designing Effective Speaking Tasks

Both within and beyond English classroom!

Pedagogical Considerations

Personalisation (Make it relevant and engaging)	Scaffolding (Build the ladder to success)

Make use of student interests & pop culture	Connect to students' digital world	Offer choice and autonomy	Make it purposeful and authentic	Pre-task vocabulary and language support	Model	Structured planning and rehearsal time	Differentiate by proficiency level	Provide feedback that builds confidence

Personalising Speaking Tasks: General Principles

- Conduct a class survey in the middle of the school year about **students' favourite** music, YouTube channels, video games, sports, hobbies, etc. → Use these topics as the subject matter for debates, presentations, discussion prompts, etc.

- Frame tasks as **Reel** scripts, **video game live-stream** commentaries, **Instagram** story tutorials, etc.

- Give students a **choice** (e.g., When giving a persuasive speech: 1. Later school start times or 2. Try a new video game)

Applicable to any kinds of speaking activities within and beyond English classroom!

Personalising Speaking Tasks: General Principles

- Allow students to **choose** how they want to demonstrate their speaking skills (e.g., present live to a small group vs. pre-record a video vs. create a podcast-style audio clip)

- Design tasks that **reflect students' real-life experiences** (e.g., be a sports commentator for this 30-second clip, create a cooking tutorial for your favourite simple snack)

- Have students **present to small groups, the class**, or even create content for a private class blog or podcast

Applicable to any kinds of speaking activities within and beyond English classroom!

Scaffolding Speaking Tasks: General Principles

- Provide **sentence starters** (e.g., "I see your point, but I believe that …", "The evidence suggests that …", "On the contrary …")

- Provide a **categorised/thematic word bank** (e.g., nouns: *scales*, *habitat*; verbs: *to graze*, *to migrate*; adjectives: *nocturnal*, *endangered*)

- Always **provide examples** (e.g., a teacher-created video, a video of a former student, a sample clip from online) + **deconstruct the sample** (e.g., What language did they use to introduce their opinion? How did they structure their talk? Where did they use pauses effectively?)

Applicable to any kinds of speaking activities within and beyond English classroom!

Scaffolding Speaking Tasks: General Principles

- Teacher **models** the task → The class practises a similar task **together** → Students work **in pairs or small groups** to attempt the task → The student performs the task **alone**

- **Think-Pair-Share**

- Provide **visual organisers and templates** like mind-maps to help students plan their thoughts visually before they have to articulate them verbally

Applicable to any kinds of speaking activities within and beyond English classroom!

Scaffolding Speaking Tasks: General Principles

- Focus on **fluency first, accuracy second**

- **Praise** the communication of the message + Choose one or two systematic **errors** to focus on per student, per task. Do NOT correct every single mistake!

- **Feedback structure**: "Praise-Question-Polish"
  - **Praise:** "You used great eye contact and your voice was very clear."
  - **Question:** "I was curious about your second point. Could you tell me more?"
  - **Polish:** "Let's practice the pronunciation of that key word 'environment' together."

Applicable to any kinds of speaking activities within and beyond English classroom!

Out-of-class Language Practices: L2 Input and Output

Accessibility	Autonomy	Motivation	Authenticity
Identity and investment	Flow	Grit	Affective filter
	Multimodality	(Un)intentional learning	

(Amengual-Pizarro & Alonso, 2024)

Integrating Speaking Beyond the English Classroom

- To embed speaking opportunities across subjects and experiences to **support academic success** and **whole-person development**

- Spoken language as a tool for:
- ❑ Thinking and reasoning
- ❑ Explaining and justifying
- ❑ Collaborating and presenting

Speaking Across the Curriculum (SAC)

- **Science:** Presenting experimental findings or hypotheses

- **History:** Debating historical interpretations

- **Mathematics:** Justifying problem-solving strategies

- **Visual Arts:** Conducting artist talks or critiques

- **STEAM:** Delivering expert reports or design pitches

<u>Speaking as a bridge between skills</u>

Reading → Speaking:

- Discussing themes and arguments
- Debating interpretations

Speaking → Writing:

- "Talk for writing" to organise ideas
- Rehearsing academic language and structure

Speaking Across the Curriculum (SAC)

Science: Presenting experimental findings or hypotheses

Cognitive and academic language skills	• Use precise discipline-specific terms correctly • Explain causal relationships and hypotheses with appropriate language • Use logical transitions to connect ideas
Genre and organisational competence	• Organise the presentation into clear sections: Introduction → Methods → Results → Discussion • Provide a clear introduction with context and a conclusion that summarises
Presentation and delivery skills	• Speak clearly, not too fast and loudly enough to be heard • Engage with the audience to build connection and check for understanding • Use confident, open posture and purposeful gestures • Effectively integrate graphs, charts, diagrams etc.
Discourse and interactive competence	• Use signposting to guide the audience • Employ hedging to express appropriate levels of certainty • Respond to questions thoughtfully

Skills and competencies students need

Speaking Across the Curriculum (SAC)

Science: Presenting experimental findings or hypotheses

|		
State the purpose and aims	Describe the context	Formulate a hypothesis
Sequence and describe a process	Explain a choice or justify a method	
Report and state observations	Refer to data and visuals	Compare and contrast
Interpret and explain results	Evaluate the hypothesis	
Hedge and express certainty	Acknowledge limitations	Propose future research
Summarise and state a conclusion		

Language functions needed

Speaking Across the Curriculum (SAC)

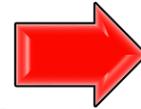**Science:** Presenting experimental findings or hypotheses

Pre-task preparation (The scaffolding phase)

- Introduce the task
- Watch one or two scientific presentations
- Analyse the models
- Pre-teach and co-create a "Language Toolkit" for scientific presentations
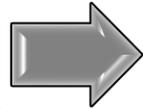
Task cycle (The core activity)

- Students give their presentations
- Teacher listens and takes notes

Post-task analysis (Feedback stage)

- Teacher first highlights what was done well
- Teacher then identifies areas for further improvement

- In this task, language learning is embedded within the authentic, motivating context of a real scientific task.
- The "Language Toolkit" bridges the gap between students' current language ability and what the task demands.
- Content teachers provide feedback on scientific understanding and communicative effectiveness.

Pedagogical support

Examples for Thought

Environmental Module

(Science + Geography + English)

Classroom: Learn about climate change

Speaking task: Present a solution to reduce carbon footprint

Co-curricular extension: Create a campaign video for Earth Day

Heritage & Identity

(History + Visual Arts + English)

Classroom: Explore local history

Speaking task: Conduct interviews with the elderly

Life-wide extension: Host a community exhibition with guided tours

Curriculum mapping

Environmental Module
(Science + Geography + English)

Classroom: Learn about climate change

Speaking task: Present a solution to reduce carbon footprint

Co-curricular extension: Create a campaign video for Earth Day

Key Stage 3 (S1 – 3)

Teenage Life
- Leisure and hobbies
- Growing up
- Being fashionable

Rights and Responsibilities
- At home
- In a group (class, peer, school, neighbourhood)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems

Cultures of the World
- Travelling and visiting
- Customs, clothes and food for different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

Key Stage 4 (S4 – 6)

Getting Along with Others
- Friendship and dating
- Sharing, co-operation, rivalry

Study, School Life and Work
- Study and related pleasure/problems
- Experiments and projects
- Occupations, careers and prospects

Cultures of the World
- Travelling and visiting
- Customs, clothing and food of different places

Wonderful Things
- Successful people and amazing deeds
- Great stories
- Precious things

Nature and Environment
- Protecting the environment
- Resources and energy conservation

The Individual and Society
- Crime
- Human rights (personal rights, civic rights, respect)

Communicating
- The media and publications
- The Internet

The Earth and Beyond

- To recognise the Earth as a wealth of resources to fulfill our needs
- To identify and describe climate and seasonal changes and their effects on our life
- To illustrate some natural phenomena observable on the Earth caused by the movement of the Sun, the Earth and the Moon
- To appreciate the wonder of the Universe and the contributions of space exploration to everyday life

Science, Technology, Society and Environment

- To recognise the applications and effects of scientific and technological advances in daily life
- To appreciate some important people who have contributed to scientific and technological advancements of this world
- To show concern for the environment and climate changes, and recognise the importance of environmental conservation
- To recognise that the study of science and technology can both increase our understanding of the world and improve the quality of our life
- To identify the issues related to personal health and safety, and take appropriate actions to safeguard these in daily life

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### 7. Climate Change – Long-term fluctuation or irreversible trend?

This module introduces the issue of climate change as a typical example of the interaction between humans and the natural environment. The focus of the issue is on whether climate change, in particular global warming, is just a longer term climatic fluctuation. This module leads students to examine the evidence to investigate whether climate change is an irreversible phenomenon. In addition to studying the causes and impact of climate change at a global scale, this module also has a second focus on local climate change, mainly the combined influence of global warming and urbanisation. The investigation of the issue will also ensure that students acquire a basic understanding of the elements and associated patterns of the local and global climate. Moreover, they should be able to understand better how human activities affect our natural environment, and how resulting changes of the natural environment in turn affect us.

Guiding Questions	Explanatory Notes	Concepts	Skills and Suggested Learning Activities
1. What is weather? What is climate? 2. How is our climate like? 3. What evidence is there to prove that our climate is changing?	• Definition of 'weather' and 'climate' • A brief introduction of climate at local, national and global scale. • Evidence showing our climate is changing all over the world: e.g. sharp increase of mean global temperature in recent decades, heat waves and unusually warm weather, sea-level rise and coastal flooding, the melting of glaciers, more frequent extreme weather conditions	Weather and climate Pattern Change over time	• Read and interpret climatic graphs. • Identify climatic characteristics and distribution patterns from climatic maps and graphs. • Collect climatic data of Hong Kong by visiting the Hong Kong Observatory Resource Centre and interpret the trend of Hong Kong's climate change over a long period of time. • Construct thematic maps showing global climatic zones using GIS or other software programmes. • Collect evidence from various sources, including the Internet, to illustrate that the global climate is changing.
4. What is global warming? 5. Is global warming a long-term fluctuation of temperature, or is our Earth really heating up? 6. What are the causes of global warming? Is global warming a natural or human-induced climate change at global scale?	• Greenhouse Effect: the mechanism and the role of human activities (e.g. deforestation, burning of fossil fuels, garbage burning, emission of chlorofluorocarbons, agriculture) in enhancing the process • Natural and human causes of global warming • Supporting and opposing arguments for	Long-term trend Climate change Interaction between physical and human systems People-environment interrelationship	• Debate the issue "Global warming is a long-term fluctuation of temperature". • Use a concept map or other graphic organisers to display the causes of global warming.

Project-Based Learning (PBL)

Theme	→	Teaching (RWLS & GVP)	→	Post-task(s)
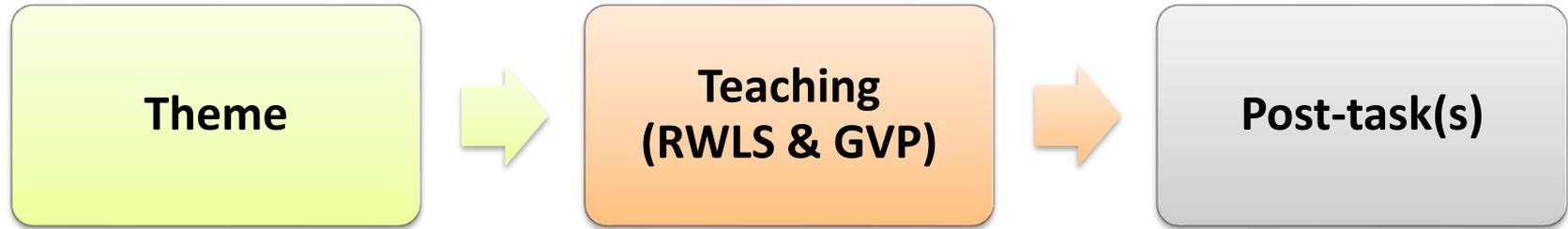
- Designing an instructional video (e.g., "How to reduce plastic waste")

- Creating a tourist guide presentation for local heritage sites

- Running a mock business pitch for a social enterprise

- Organising a school-wide campaign (e.g., mental health awareness)

Curriculum integration

Skills integration

Scaffolded tasks

Extra-/Co-Curricular Activities Supporting Speaking

Debate Club
- Develop argumentation, rebuttal and persuasive speech

Drama Club
- Enhance expressive language, tone and body language

Student Council
- Build leadership, negotiation and public speaking

Model United Nations (MUN)
- Foster formal register, diplomacy and global awareness

School Radio/Podcast
- Encourage storytelling, interviewing and voice modulation

Role of teachers?

Role of school/curriculum leaders?

Life-Wide Learning Experiences

Community Service Projects

- Students present proposals to NGOs or reflect on experiences in group sharing

Field Trips

- Students act as guides or create post-visit presentations

Cultural Exchange Programs

- Real-time interaction with peers from other regions

Entrepreneurship Days

- Students pitch ideas to panels or simulate business negotiations

Characteristics of tasks

Real-world communicative competence
Functional use of language
Learner-centered design
Promote whole-person development and life-long learning

Within English Language Classroom

Beyond English Language Classroom (e.g., SaC, co-curricular activities)

Understanding task purpose
Task-based learning (TBL) approach
Speech act theory in task design
Teaching paralinguistic & tonal features

Pedagogical principles

English language classroom

| External competitions & English week | Speaking across the curriculum | Life-wide learning | Co-curricular activities | Project-based learning |
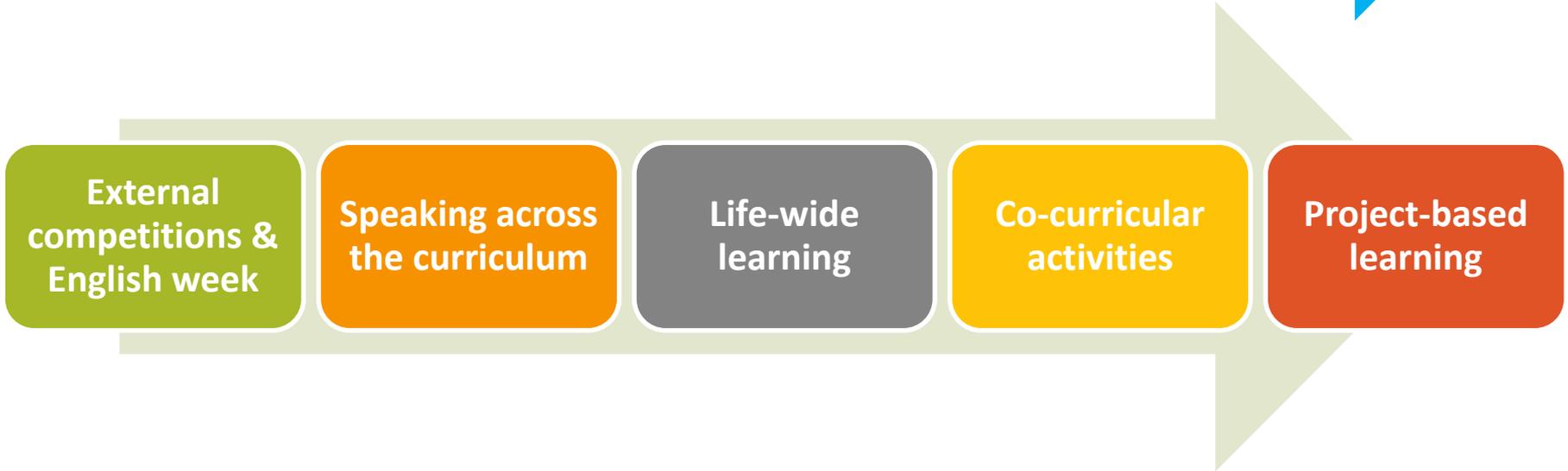
School-wide Activities

Debate	TED@School	Public speaking	Poetry Slam Festival
School TV/radio broadcast	Impromptu speech	Human library	Story chain relay
Elevator pitch	Stand-up comedy open mic	Gratitude circle	Bibliobattle

Forms of Digital/Online Activities

Podcast	Digital story	PechaKucha	Audio books
Vlogs	Reels	"How-to" tutorials	Radio drama

Priority Values and Attitudes

Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Filial Piety, Unity, Others

Sayings of Wisdom

Home | Selected SOW | Student Activities/ Competitions | SOWIT Videos | Wallpapers/ Posters | Instant Messaging Stickers | Games | Learning and Teaching Materials
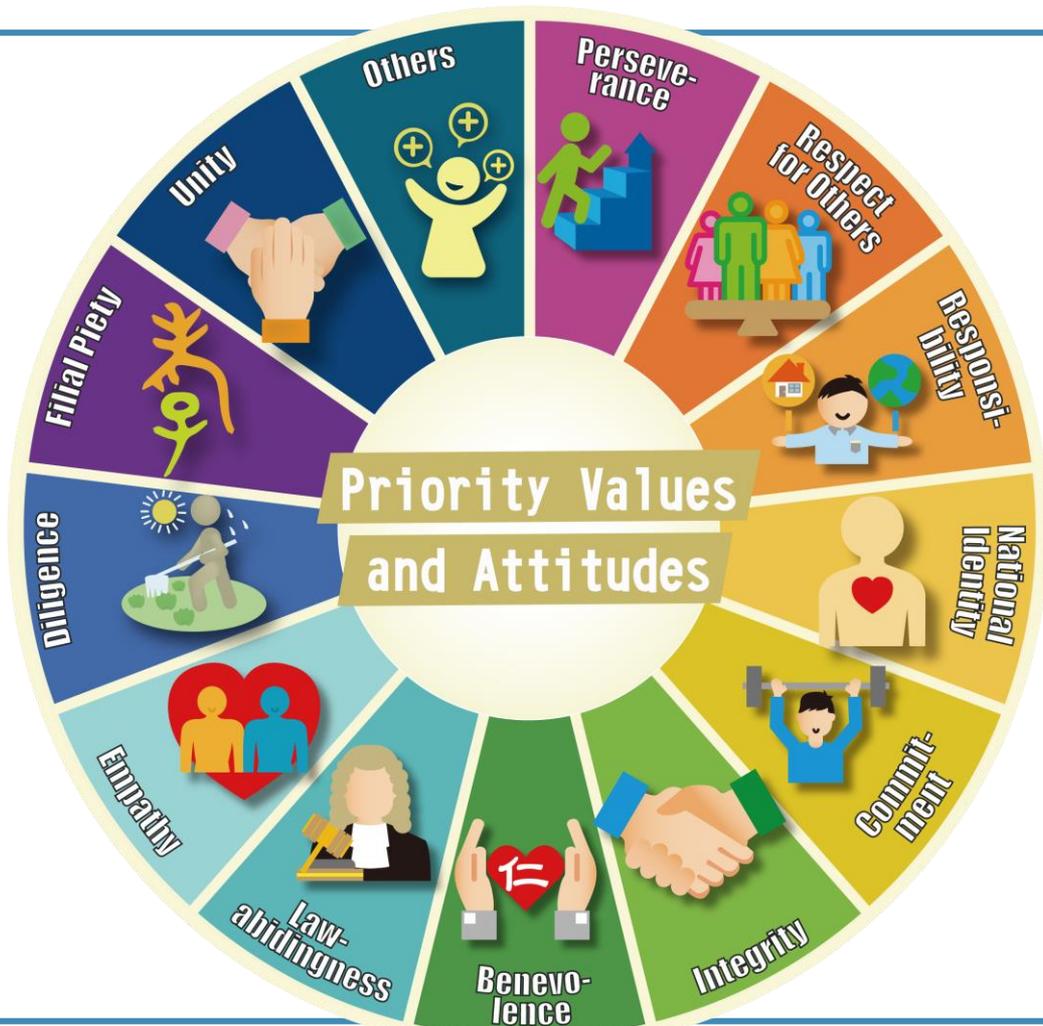
Student Activities/Competitions (2025/26)

2020/21 2021/22 2022/23 2023/24 2024/25

SOW Campaign 2025/26 features a range of students activities and competitions. Details of the respective activities/competitions, including awards and prizes, will be announced in due course.

"SOW Your Discovery"
Multimodal
Composition Contest
(Primary/Secondary)

SOW Readathon
(Primary/Secondary)

Animal Photopoetry
Creative Challenge
(Secondary)

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/competitions2526/index.html

Education Bureau
The Government of the Hong Kong Special Administrative Region
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Text Size

Home > Curriculum Development and Support > Key Learning Areas > English Language Education > SOW

"SOW Your Discovery" Multimodal Composition Contest (Primary/Secondary)

The **"SOW Your Discovery" Multimodal Composition Contest** (the Contest) aims to develop a zeal for reading among students, enhance their language skills and multimodal literacy, unleash their creativity and foster their development of proper values and attitudes. Students are invited to read a book of their choice and create a multimodal text to share a saying of wisdom (SOW) taken from the book and their discovery from

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/SOW/discovery.html

Education Bureau

The Government of the Hong Kong Special Administrative Region
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Text Size

Home > Curriculum Development and Support > Key Learning Areas > Arts Education > Student Activities > We Write · We Sing Music Competition

"We Write · We Sing" Music Competition

"We Write · We Sing" Music Competition 2026 is co-organised by the Arts Education (AE) Section and the English Language Education (ELE) Section of the Curriculum Development Institute (CDI), the Education Bureau (EDB) and Hong Kong Baptist University (HKBU).

The Competition aims to：

- encourage primary and secondary students to cultivate creativity and enhance their singing and appreciation abilities through engaging in lyric writing, song composing and singing performance;
- enrich students' language (both Chinese and English) and music learning experiences;
- promote Language across the Curriculum and cross-curricular collaboration; and
- nurture proper values and attitudes in students.

https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/student-activities/wewritewesing/index.html

THE NET SCHEME IN HONG KONG
Fostering Learning Communities Among International Educators

The Scheme   School Support   Pedagogical Innovation   Professional Development   Competitions   L and T Resources   What's New

Once Upon A Book Storytelling Competition

About the Competition

Schedule of Events and Submission Deadlines

Conditions and Regulations

Downloadable Documents

Once Upon A Book Storytelling Showcase (Videos)

Submission Deadline

Enquiries

Once Upon A Book Storytelling Competition 2024/25 Winners

Once Upon A Book Storytelling Outreach
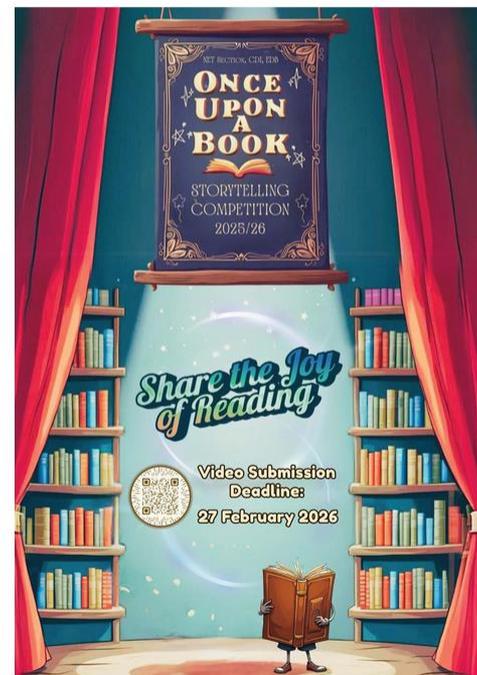
About the Competition

Organiser

The Once Upon A Book Storytelling Competition 2025/26 is organised by the Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau.

Aim and Objectives

The aim of the competition is to promote reading, as reading extensively provides students with powerful learning opportunities and contributes to whole-person development.

The objectives of the competition are to provide students with the opportunities to:

- **explore** diverse narratives, characters, ideas, and emotions through reading;
- **express** themselves freely, confidently, and creatively in English by sharing their passion for reading a book of their choice using a range of storytelling techniques;
- **develop** their communication skills and creativity through a thoughtful video presentation of a book; and

https://nets.edb.edcity.hk/page.php?p=626

THE NET SCHEME IN HONG KONG
Fostering Learning Communities Among International Educators

The Scheme | School Support | Pedagogical Innovation | Professional Development | Competitions | L and T Resources | What's New

Speak Up – Act Out Drama Competition

About the Competition

Schedule of Events and Submission Deadlines

Conditions and Regulations

Awards and Certificates

Downloadable Documents

Submission of Entry Forms

Speak Up – Act Out Drama Competition 2024/25 Winners

Enquiries
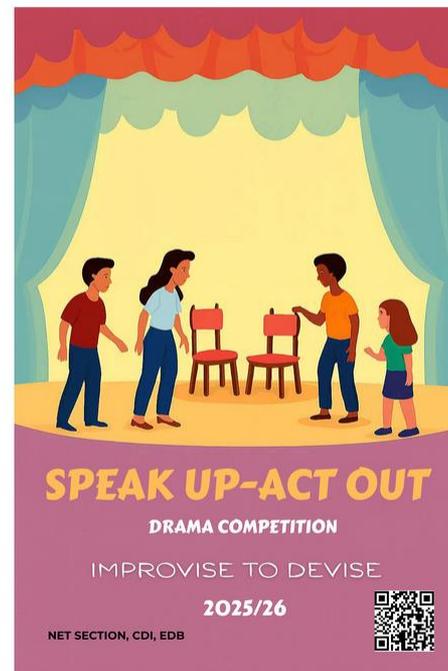
About the Competition

1. The Organiser

The Speak Up – Act Out Drama Competition 2025/26 is organised by the Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau.

2. Aims

Drama provides students with greater exposure to authentic English and opportunities to use English creatively, contributing to whole-person development.

The aim of the Speak Up – Act Out Drama Competition is to empower students to use drama both within and beyond the English language classroom to:

- explore situations, characters, ideas and feelings;
- express themselves confidently and creatively in English, using both physical and vocal expression;
- develop their collaboration skills, communication skills and creativity; and
- develop positive values and attitudes, e.g. perseverance, respect for

SPEAK UP-ACT OUT
DRAMA COMPETITION
IMPROVISE TO DEVISE
2025/26
NET SECTION, CDI, EDB

https://nets.edb.edcity.hk/page.php?p=339

THE NET SCHEME IN HONG KONG
Fostering Learning Communities Among International Educators

Filmit Competition

About the Competition

Conditions and Regulations

Parent-child Division

Adjudication

Awards and Certificates

Schedule of Events

Downloadable Documents

Submission of Entries

Resources

Enquiries

Filmit 2025 Winners

About the Competition

The Filmit Acting Workshop is now open for enrolment. Please click here to access the enrolment form.
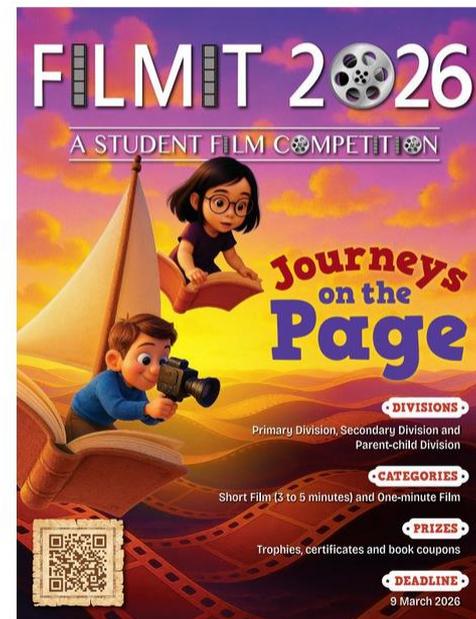
Organiser

The Filmit 2026 competition is organised by the Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau (EDB), in collaboration with Radio Television Hong Kong (RTHK) and the Commercial Production Group (CPG) of Chinese International School (CIS).

Aims

The aims of the Filmit 2026 competition are to:

- develop students' English language through filmmaking;

- provide students an opportunity to collaborate with peers and use English creatively;

- promote the use of English language to discuss topics relevant to students' lives;

- support the learning and teaching of English in all Key Stages; and

https://nets.edb.edcity.hk/page.php?p=316

THE NET SCHEME IN HONG KONG
Fostering Learning Communities Among International Educators

Time to Talk Public Speaking Competition

About the Competition

Conditions and Regulations

Adjudication

Awards and Certificates

Schedule of Events and Submission Deadlines

Downloadable Documents

Application

Time to Talk 2024/25 Winners

Enquiries

About the Competition

Organiser

The Time to Talk Public Speaking Competition 2025/26 is organised by the Regional NET Coordinating Team (RNCT), Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), Education Bureau.

Aims

The Time to Talk Public Speaking Competition is an inclusive competition that aims to engage students of all ability levels to:

- learn public speaking techniques to hone their presentation skills;
- promote reading and creative use of English;
- experiment with the use of English to develop confidence in front of an audience; and
- develop research, collaboration and IT skills to improve their communication.

Design of the Time to Talk Competition

Time to Talk is open to students from public sector and Direct Subsidy Scheme (DSS) primary and secondary schools adopting local curriculum in

BROUGHT TO YOU BY NET SECTION, EDB

TEAMS OF 2-4 STUDENTS

3-4 MINUTE SPEECH

CREATIVE USE OF ENGLISH

PUBLIC SPEAKING COMPETITION
TIME TO TALK
2025 - 2026

MORE INFORMATION

https://nets.edb.edcity.hk/page.php?p=505

Benefits of SaC & School-wide Initiatives

Reinforce and deepen content knowledge

Develop critical thinking and metacognition

Foster authentic, transferable communication skills

Increase engagement and ownership of learning

Build confidence and reduce communication anxiety

Promote life-long learning

Whole-Person Development Through Speaking

Enabling students to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics according to individual potential. It is realised through the five essential learning experiences of school education.

Intellectual Development (mostly through classroom learning in KLAs)

Values Education (character formation)

Community Service

Physical and Aesthetic Development

Career-related Experiences

Whole-Person Development Through Speaking

Enabling students to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics according to individual potential. It is realised through the five essential learning experiences of school education.

Confidence and self-expression

Empathy and active listening

Leadership and collaboration

Critical thinking and creativity

Affective Factors in Speaking Development

Motivation	Engagement	Enjoyment
Anxiety	Confidence	Willingness to communicate (WTC)

(Amengual-Pizarro & Alonso, 2024)

Affective Factors in Speaking Development

- Speaking is **personal** and **public**

- School: a stress-free, cooperative and non-threatening environment that encourages risk-taking and experimentation

- ❑ Psychological safety
- ❑ Positive teacher-student relationships
- ❑ Peer support and collaboration

- ✓ Use low-stakes speaking tasks and activities (e.g., school-wide activities)
- ✓ Encourage peer support and group work
- ✓ Celebrate effort, not just accuracy
- ✓ Allow planning time before speaking

Key Features of a Language-Rich School Environment

Features	Examples	Possible Impacts
Collaborative interaction	• Pair/group work • Peer feedback	• Build confidence and interactional skills
Supportive teacher language	• Clear, simple, encouraging	• Reduce anxiety • Model effective speech
Comprehensible input	• Campus TV • Posters • Announcements	• Increase exposure to authentic language
Consistent routines	• Library check-outs • Daily sharing	• Normalise speaking as part of school life
Visible language	• Word walls • Banners • Sentence stems	• Reinforce vocabulary and structures

Strategic use of technological tools (e.g., AI)

Engaging students in external competitions and activities

Content Subjects

- Content knowledge
- Discipline-specific language
- Language functions (e.g., justifying, defining, rebutting)

Artifacts

- Public speaking
- Podcast
- IG Reel
- Human library
- Stand-up comedy open mic
- Bibliobattle
- Radio drama

English Language Subject

- Content, organisation and communication strategies
- Language
- Pronunciation, stress, rhythm and intonation

+

Themes

- UNSDGs
- Character strengths
- Priority values & attitudes
- Care Bears

Authentic use of English

Co-curricular / Extra-Activities

Life-wide Learning Experiences
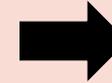
Useful Resources

- HKDSE School-based Assessment Teachers' Handbook (English Language)

- 2012 HKDSE English Language Examination: Introduction to the School-based Assessment Component

- CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)

- CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3)

- CDC-HKEAA English Language Curriculum and Assessment Guide (Secondary 4 - 6)

Useful Resources: Academic Books

- Benson, P., & Reinders, H. (2011). *Beyond the language classroom*. Palgrave Macmillan.
- Boxer, D., & Cohen, A. D. (2004). *Studying speaking to inform second language learning*. Multilingual Matters.
- Dressman, M., & Sadler, R. W. (Eds.). (2020). *The handbook of informal language learning*. Wiley-Blackwell.
- Fazzi, F. (2024). *Museums as sites of transformative foreign language learning beyond the classroom*. Palgrave Macmillan.
- Inaba, M. (2019). *Second language literacy practices and language learning outside the classroom*. Multilingual Matters.
- Jamshidnejad, A. (Ed.). (2020). *Speaking English as a second language: Learners' problems and coping strategies*. Palgrave Macmillan.
- Lanvers, U. (2024). *Language learning beyond English: learner motivation in the twenty-first century*. Cambridge University Press.
- Mynard, J., & Shelton-Strong, S. J. (2022). *Autonomy support beyond the language learning classroom: A self-determination theory perspective*. Multilingual Matters.
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- Reckermann, J., Siepmann, P., & Matz, F. (Eds.). (2024). *Oracy in English language education: Insights from practice-oriented research*. Springer.
- Reinders, H., Lai, C., & Sundqvist, P. (Eds.). (2024). *The Routledge handbook of language learning and teaching beyond the classroom*. Routledge.

Useful Resources: Teaching Ideas

- California High School Speech Association's Curriculum Committee. (2004). *Speaking across the curriculum: Practical ideas for incorporating listening and speaking into the classroom*. The International Debate Education Association.
- Davies, S. (2020). *Talking about oracy: Developing communication beyond the classroom*. John Catt Educational Ltd.
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- Reedy, D., & Bearne, E. (2021). *Talk for teaching and learning: The dialogic classroom*. United Kingdom Literacy Association.
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- Willis, J. (1996). *A framework for task-based learning*. Pearson.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.