

LPF Speaking Exemplar

The English Lesson I Like

Task Description

Students were asked to express their feelings and opinions about an English lesson in an interview.

Preparation

Before the interview, some junior secondary students had an English lesson in which they wrote a play script in groups. They were then encouraged by the teacher to express their ideas about the lesson in the interview.

Learning Outcomes: ATM4

The following annotations illustrate the learning outcomes of Eden who participated in the interview.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p>ATM4 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication</p>	<p>ATM4 Using simple language forms and functions quite appropriately and accurately</p>	<p>ATM4 Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • express simple opinions about the English lesson e.g. ‘...I can talk more in English with my classmates...’, ‘It is fun.’, ‘I think there is a lot of vocabulary in the book.’ • respond to the teacher’s question about his own experience of learning vocabulary, e.g. ‘When the teacher’s here, I will ask my teacher.’ 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of simple vocabulary about learning English, e.g. ‘fun’, ‘vocabulary’, ‘pages’, ‘dictionary’, ‘booklet’ • use ‘can’ to talk about possibility, e.g. ‘...I can talk more in English with my classmates...’, and ‘will’ to talk about probability, e.g. ‘...I will check the dictionary.’ • use simple adverbs to describe frequency of using the vocabulary book, e.g. ‘...sometimes I will use them.’ • Use some connectives, pronouns and possessive adjectives to link ideas, e.g. ‘When the teachers are not here and my classmates here, I will ask them.’ 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most familiar words quite accurately, e.g. ‘English’, ‘wrong’, ‘check’, ‘actor’ • produce some sound clusters quite accurately, e.g. ‘script’, ‘classmates’, ‘afraid’ • produce spontaneous utterances showing an awareness of stress, rhythm and intonation, e.g. ‘When they both are not here, I will check the dictionary.’

Transcription

E: Eden

Ss: Students

T: Teacher

T: Er... do you like the English lesson Mr Choy just gave you?

Ss: Yes.

T: Why?

E: It is because I can talk more in English with my classmates and I can write er...

T: You can write this...

E: The tape...

T: Er... the script?

E: The script... with my classmates and we can read it together. It is fun.

T: OK, very good. You like to write the play script with your classmates. Very good. All right. You say that you like to speak more in the English lesson. What if you don't know how to say something in English. Aren't you afraid?

Ss: No.

T: No. Why not?

E: It's because the people are not... can't speak English. They are afraid to say wrong things. So, they are... they are afraid.

T: Mm... so are there any ways to help you?

E: Er... s... say more.

T: Say more. Er... then, what is the most difficult part of the lesson?

E: Er... I think there is a lot of vocabulary in the book. When I turn out the pages, it has a lot of vocabulary.

T: Mm... there is a lot of vocabulary in every scene and you can learn a lot. And... all right. So you all have different problems in the English lesson. How did you overcome them? Meanphie, what did you do? And Eden, your problem is about vocabulary. What... how would you learn the vocabulary?

E: When the teacher's here, I will ask my teacher. When the teachers are not here and my classmates here, I will ask them. When they both are not here, I will check the dictionary.

T: OK.

E: I will write the vocabulary on my booklet.

T: Mm... did you read your booklet again?

E: Yes.

T: Yeah, when?

E: Er... when I'm free.

T: When you're free or before the examination, will you read it again?

E: Yes.

T: Will you use the words you've entered into the vocabulary book?

E: Er... sometimes I will use them.

T: Sometimes. Oh... can you give me an example?

E: Er...

T: A word that you can remember you've written down in the book?

E: Er... actor.

T: Actor. OK, that's a very useful word in writing a play. OK, good! Well, so you all seem to like your English lesson. Is it right?

Ss: Yes.

T: Do you want your regular lessons to be like the lessons in this project?

Ss: Yes.

