

Collaborative Research & Development (“Seed”) Project for 2023/24

Section	Native-speaking English Teacher Section
Title of the Project	Speaking to Writing (S2W) – Using oral performance as a foundation to the writing of texts in Key Stage (KS) 2 (NT1423)
Class Level (Please check and ✓ the appropriate box.)	<input type="checkbox"/> Kindergarten <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u>Primary 4 to 6</u>
Brief Description (e.g. Objectives, expected outcomes)	<p>A recent international study (Dondi, et al., 2021) involving 18,000 participants across 15 countries identified proficiency in communication (including storytelling) as strongly associated with higher income groups. Storytelling is highlighted as one of the distinct elements of talent that will help students thrive in 21st century study, work and life. The English Language Education Key Learning Area Curriculum Guide of The Curriculum Development Council (2017) also attaches importance to the participating in the telling and construction of stories using performative means (Experience Strand).</p> <p>The Speaking to Writing (S2W) project seeks to use ‘speaking the text’ and oral performance as a foundation to the learning and teaching of writing in Key Stage (KS) 2. The project harnesses the notion of “talking the text” (Corbett & Strong, 2018) through memorable, meaningful repetition as a basis for language acquisition.</p> <p>The objectives of the S2W Seed project are to:</p> <ul style="list-style-type: none"> • enhance teachers’ capacity to use the 3 I’s (imitation, innovation and independent application) to build student confidence in moving away from a model text to plan and write their own; • collaborate with teachers to collect and analyse data from cold and hot tasks to support the planning of literacy units; • develop a framework to help students move from regular oral retelling, to innovate and create their own texts; and • explore how effective internalising text patterns is in supporting students to write their own texts. <p>S2W offers an integrated approach to literacy where expressive oral retelling of both fiction and non-fiction is used as a bridge to reading and writing texts. First, students listen to a text that is orally performed by the teacher using a visual map as reference. Then students learn to participate and orally re-tell the text using the same map (click the link to view The Gingerbread Man example).</p> <p>The internalised text is then used as the basis for adaptation and writing. The use of effective pitch, tone and intonation, visual aids (story-mapping) and strategic body language provides students with abundant non-verbal contextual clues to support their understanding and internalisation of the text (Huang, 2006).</p> <p>The S2W approach aims to support students to internalise a living library of texts, vocabulary, structures and language features that can be used for their own creative writing (Corbett & Strong, 2018 and Satriani, 2019) and in doing so counters possible student language deficit. Students cannot create out of nothing. They need rich experiences as well as a language bank to draw upon. Adequate oral language and competence is a fundamental requirement for the development of reading and as such can be a predictor of reading proficiency (Huang, 2006). Furthermore, reading for pleasure and exposure to reading is considered the single most important indicator of a</p>

student's future success (OECD, 2000). To achieve this reading success, an accompanying well-resourced reading spine ensures wider exposure to a variety of texts.

S2W views stories and texts themselves as essential and dynamic learning and teaching resources. The project seeks to equip teachers with the ability to select and tailor appropriate texts. S2W models selection of texts that encourage student familiarity, uses appropriate visual prompts (in text mapping) and assists teachers to master performance of oral retelling (Satriani, 2019). The learning and teaching resources should not only be suitable for the students but also appropriate for the teachers to use in oral performance (Wallin, 2015). The Education Bureau promotes reading and writing across the curriculum as it allows students to engage in content, organisation and language features. S2W aims to mirror these guidelines by making connections between knowledge and skills acquired across different key learning areas using fiction and non-fiction texts.

The project, which began in the 2022/23 school year, is open to new applications for 2023/24. The focus for new project schools will be on adapting and implementing units developed in the 2022/23 school year or develop new units collaboratively based on school needs and readiness. The current project schools will focus on implementing existing units and developing new units. A briefing session will be conducted on 21 February 2023. Further information will be sent to schools on 8 February 2023.

References

Corbett, P., & Strong, J. (2018) *Talk for Writing in the Early Years*. Open University Press, Berkshire

Corbett, P., & Strong, J. (2017) *Talk for Writing Across the Curriculum*. Open University Press, London

Curriculum Development Institute. (2020) *Connecting Students' Learning Experiences through Promoting Reading and Writing Across the Curriculum in the Junior Secondary English Classroom*. Hong Kong Special Administrative Region Government, Hong Kong

Dondi M., Klier, J., Panier, F. and Schubert, J. (2021) *Defining the skills citizens will need in the future world of work*. Retrieved on 29/09/21 from <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>

Huang, H. (2006) *The Effects of Storytelling on EFL Young Learners' Reading Comprehension and Word Recall*. *English Teaching & Learning*, 30(3), 51-74

Organisation for Economic Co-operation and Development (OECD). (2002) *Reading for Change*. Retrieved on 20/9/21 from <https://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33690904.pdf>

Renwick, C. (2010) *Learn-it-Say-it-Write-it - Raising Achievement in EAL Writing an Evaluative Study*. Retrieved on 6/10/21 from <https://www.talk4writing.com/wp-content/uploads/2019/04/Learn-it-Say-it-Write-it-For-web.pdf>

Satriani, I. (2019) *Storytelling in teaching literacy: Benefits and challenges*. *English Review: Journal of English Education*, 8(1), 113-120

The Curriculum Development Council. (2017) *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Hong Kong Special Administrative Region Government, Hong Kong

	Wallin, J. (2015) Storytelling and language development. Retrieved on 29/09/21 from https://muep.mau.se/bitstream/handle/2043/18896/EX%20FINAL.pdf?sequence=2&isAllowed=y	
Key Emphases (Please check and ✓ the appropriate box(es). You can choose more than one box.)	Dimension	<input checked="" type="checkbox"/> Curriculum planning <input checked="" type="checkbox"/> Learning and Teaching <input checked="" type="checkbox"/> Assessment
	Focus	<input checked="" type="checkbox"/> Values Education (including moral and civic education, national security education & Basic Law education) <input type="checkbox"/> Chinese history & Chinese culture <input checked="" type="checkbox"/> Reading / Language across the Curriculum <input type="checkbox"/> STEAM & IT Education <input type="checkbox"/> Entrepreneurial Spirit <input type="checkbox"/> Life-wide Learning <input type="checkbox"/> Gifted Education <input type="checkbox"/> L&T of Chinese as a second language <input checked="" type="checkbox"/> Catering for Learner Diversity <input type="checkbox"/> Self-directed Learning <input type="checkbox"/> Whole-person Development <input checked="" type="checkbox"/> Others (please specify *) - Writing - Learning and Teaching of Text Grammar - Integrated Use of Generic Skills
Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input checked="" type="checkbox"/> Exemplars to be used for curriculum documents <input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers <input checked="" type="checkbox"/> Workshops and seminars <input type="checkbox"/> Others (please specify) : _____	
Duration and Nature of the Project	From <u>Sept</u> mm <u>2023</u> yy to <u>Aug</u> mm <u>2024</u> yy <input type="checkbox"/> New <input checked="" type="checkbox"/> Ongoing (started from <u>Sept</u> mm <u>2022</u> yy)	
Name of Advisor(s) / Consultant(s) to be invited		
Officer i/c	Name: Lionell Goss HORN	Post: PM(I&P)
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Please use a separate sheet for each project.