

Speaking Booklet



Contents

| | |
|--|----|
| 1. Foreword | 1 |
| 2. Gradual Release of Responsibility | 2 |
| 3. Three Types of Speaking | 3 |
| 4. Different Strategies for Teaching Speaking | 4 |
| 5. Think-pair-share as Exploratory Talk | 6 |
| 5.1 <i>Hands-up versus Think-pair-share</i> | 6 |
| 5.2 <i>Extending Think-pair-share</i> | 7 |
| 5.3 <i>Think and Wait Time</i> | 8 |
| 6. Public Speaking as Presentational Talk | 9 |
| 6.1 <i>Why Public Speaking</i> | 9 |
| 6.2 <i>Building Confidence – Human Connection before Content</i> | 9 |
| 6.3 <i>Feelings Influence Thoughts and Actions</i> | 10 |
| 6.4 <i>We Are Comfort-seeking Machines</i> | 10 |
| 6.5 <i>Five Essential Elements in Successful Public Speaking</i> | 10 |
| 6.6 <i>Communicating Expectations to Students</i> | 11 |
| 6.7 <i>PVLEGS Criteria</i> | 12 |
| 6.7.1 Key Stage 1 Rubric (self-assessment) | 14 |
| 6.7.2 Key Stage 2 Rubric (peer-assessment) | 15 |
| 6.8 <i>Public Speaking – A Final Word</i> | 16 |
| 7. Drama as Presentational Talk | 17 |
| 7.1 <i>Process Drama</i> | 17 |
| 7.2 <i>Puppetry</i> | 18 |
| 8. Debating as Presentational and Conversational Talk | 19 |
| 8.1 <i>Live Debate</i> | 19 |
| 8.2 <i>Activities for Successful Debating</i> | 20 |
| 8.3 <i>Using Debate in the English Classroom</i> | 21 |
| 9. References | 22 |
| 10. Acknowledgements | 23 |

1. Foreword

The aim of this booklet is to assist Development of Text Set (DTS) teachers with the speaking component when planning for and implementing a DTS unit.

The teaching of text sets expands students' exposure to a variety of texts. It also provides students with new vocabulary and language features associated with the texts as they explore the unit themes, concepts, and focus and guiding questions. There are multiple opportunities for students to interact with words and concepts in order for words to become part of student's working knowledge. Students showcase what they have learned through final tasks, either in speaking or presentation formats. The final task is a culmination of the previous language activities experienced by the students, which provides them with a choice and voice to express their learning.

Research strongly points to the need for frequent encounters with new words if they are to become part of students' repertoire. Students see that words are real, not just text book exercises. Repeated opportunities for students to hear, read, speak and write those words allows students to express their ideas and their learning in an authentic context; e.g. something that relates to students' real-life experiences and daily lives.

This DTS Speaking Booklet endeavours to give teachers the necessary tools to put pen to paper for a meaningful purpose when planning their speaking tasks for their units.

Finally, the Booklet should be used together with the DTS Teacher Handbook. Scan the QR code or click the link to the DTS Teacher Handbook.

DTS Teacher Handbook



<https://nets.edb.hkedcity.net/page.php?p=480>

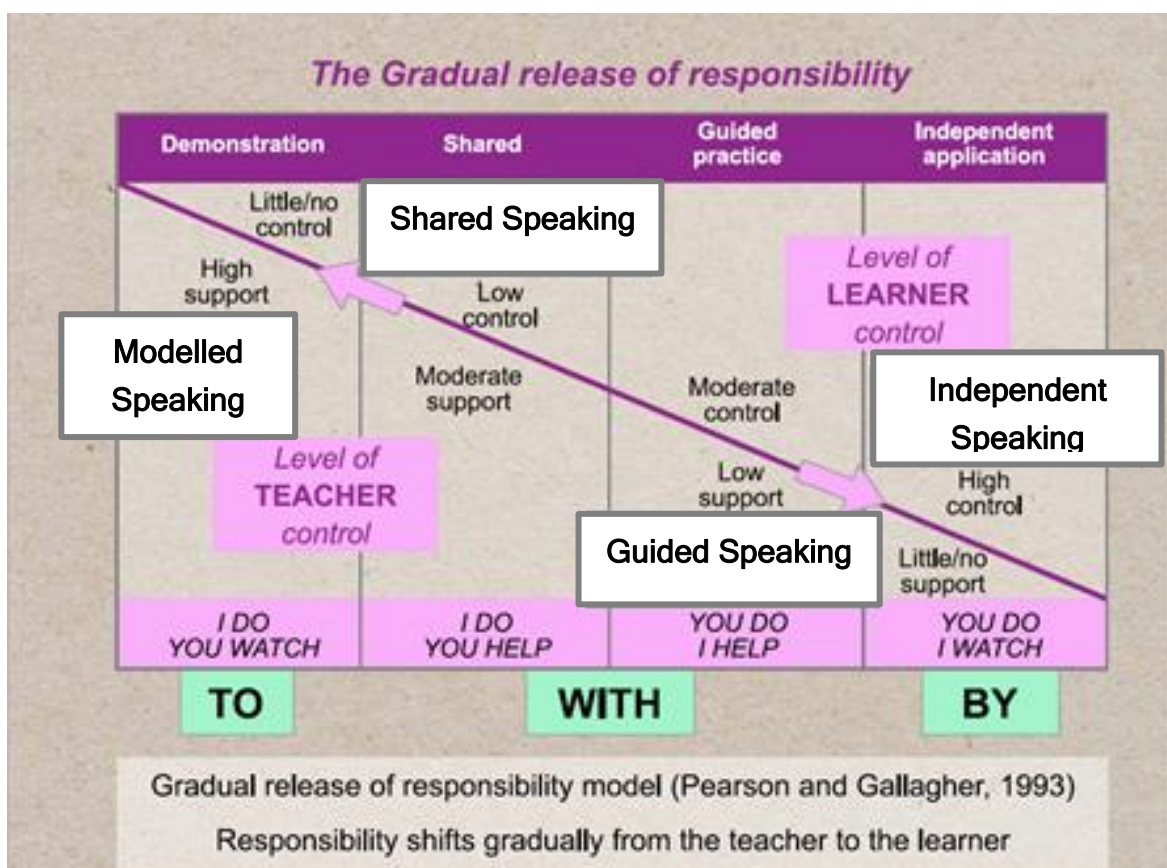
2. Gradual Release of Responsibility

The Gradual Release of Responsibility (GRR) allows learning and teaching to begin with explicit teacher demonstration and modelling, progress to shared and guided practice and ultimately leads to students being able to complete a task independently.

The teacher monitors the students' progress and gradually passes on the responsibility of learning to them. This ensures students are confident to move to independence.

At the start of the process, teachers take control for the learning and teaching as the teachers 'do' while the students 'watch' and at times the teachers 'do' while the students 'help'. Ultimately, as students get closer to independence, the students take more responsibility for the learning and teaching as the students 'do' and the teachers 'help' and at times the students 'do' while the teachers 'watch'.




The diagram below illustrates how the interaction between teacher and students changes as students move towards greater proficiency as speakers and rely less on the teacher.



Gradual Release of Responsibility

3. Three Types of Speaking

There are three types of speaking: exploring, presenting and conversing. We explore for more information, and present our ideas in a formal way and through conversations. We need both listening and speaking to make meaning of communication. The way we communicate changes depending on the reason or purpose we communicate and who our audience is.



| Types of Speaking | Purpose of Speaking | Examples of Speaking |
|--|--|---|
| <p>Exploratory</p>  | <p>We talk to understand and develop ideas.</p> | <p>predict, question, discuss, clarify, investigate, analyse, evaluate, explain, compare, describe, classify, infer, negotiate, inquire</p> |
| <p>Presentational</p>  | <p>We talk to share ideas and information and to entertain others.</p> | <p>recite, narrate, debate, retell, inform, interview, persuade, summarise, monologue, report</p> |
| <p>Conversational</p>  | <p>We talk to build relationships.</p> | <p>greet, introduce, recount, explain, compliment, apologise, explain, ask, suggest, inquire, agree, disagree, comment, express thoughts and ideas, invite, thank</p> |



Just like reading and writing, listening and speaking have text types. Text types have language features to suit their audience and purpose. A story or narrative has past tense, descriptive language like adjectives and adverbs, complex sentences and is designed to entertain a particular audience. In a conversation with a friend, one may use simple sentences, speak softly and spontaneously, stop to listen to respond and use colloquialisms. On the other hand, if one is presenting to a class, the speech will be delivered in full sentences with lots of details as a monologue, using a formal tone and loud voice. Teachers need to plan for learning, teaching and assessing different speaking text types.

In order for students to be able to use English effectively for the various purposes described in the learning targets, it is essential that they develop competence in the skills of listening, speaking, reading and writing.

4. Different Strategies for Teaching Speaking

The GRR applies to the teaching of speaking just as it does to the teaching of reading and writing.

| Teacher's Role | Teaching Approach | Students' Role |
|--|--|--|
| <ul style="list-style-type: none"> ○ Sets a purpose ○ Establishes an audience ○ Teaches new vocabulary explicitly ○ Decides on the new speaking skills ○ Uses metacognition as they teach the new speaking skills | <p style="text-align: center;">Modelled Speaking (I Do, You Watch)</p>  | <ul style="list-style-type: none"> ○ Activate prior knowledge ○ Make sense of task, purpose and audience ○ Learn new vocabulary ○ Identify and understand the new speaking skills ○ Listen, discuss and feedback observations |
| <ul style="list-style-type: none"> ○ Leads the whole class or small group ○ Initiates responses from students ○ Prompts students to deepen thinking ○ Encourages students to elaborate ○ Uses strategies to engage all students ○ Records students ideas | <p style="text-align: center;">Shared Speaking (I Do, You Help)</p>  | <ul style="list-style-type: none"> ○ Compose ideas ○ Contribute ideas ○ Reflect on the new focus skills ○ Listen to ideas from the teacher and their peers ○ Develop ideas of their own further ○ Support peers to develop ideas further |

| Teacher's Role | Teaching Approach | Students' Role |
|---|--|---|
| <ul style="list-style-type: none"> ○ Observes how students are engaging ○ Listens to the quality of the speaking ○ Guides and supports students to apply the new speaking skills ○ Prompts students to think deeper and to elaborate ○ Asks open-ended questions | <p style="text-align: center;">Guided Speaking (You Do, I Help)</p>  | <ul style="list-style-type: none"> ○ Generate and share ideas ○ Reflect on the new speaking skills ○ Think about their own speaking ○ Listen to the feedback from the teacher and their peers ○ Develop ideas of their own further ○ Support peers to develop ideas further |
| <ul style="list-style-type: none"> ○ Allows time for in-depth conversations to develop ○ Listens and supports students to extend their ideas ○ Acknowledges effective use of the new speaking skills | <p style="text-align: center;">Independent Speaking (You Do, I Watch)</p>  | <ul style="list-style-type: none"> ○ Generate and share ideas ○ Reflect on the new speaking skills ○ Listen to the feedback from the teacher and their peers ○ Develop ideas of their own further ○ Support peers to develop ideas further |

5. Think-pair-share as Exploratory Talk

5.1 Hands-up versus Think-pair-share

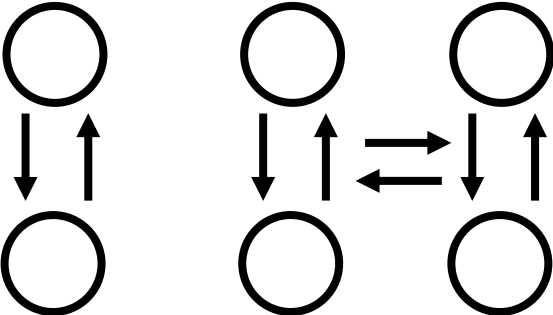
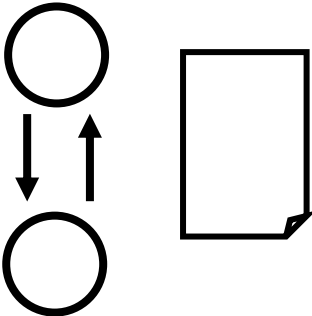
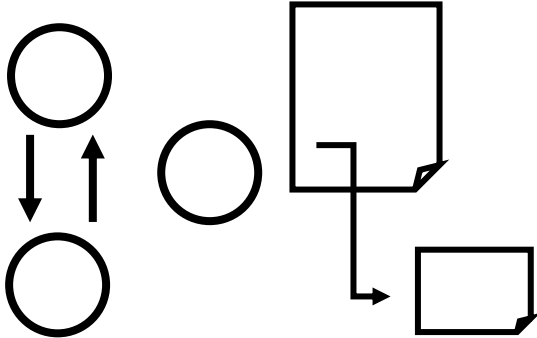
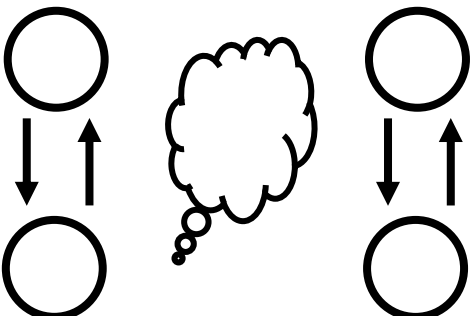
To ensure quality and quantity in student's speaking, teachers need to move away from the traditional hands-up culture. In this culture the teacher poses a question, and some students raise their hands to answer the question. Hattie (2020) in his research found that teachers talk for 89% of the learning and teaching time after studying 17,000 teacher transcripts. The teachers asked 150-250 questions, which only required less than a 3-word response. This hands-up culture therefore severely limits students' speaking opportunities and only favours a small number of students.

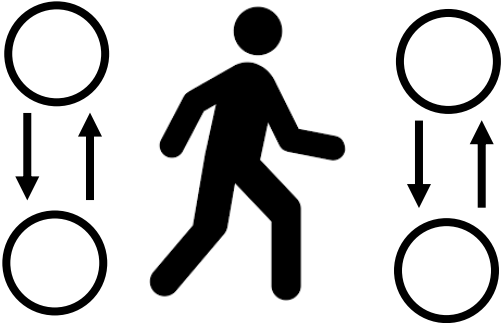
The alternative to the hands-up culture is a think-pair-share classroom. Students move from a passive receiving role to an active learning role. For the think-pair-share culture to be successful, teachers and students need to play specific roles.

| Teacher's Role | Students' Role |
|---|--|
| <ul style="list-style-type: none">○ Pauses and reflects○ Hears student's ideas○ Supports students to reflect and improve○ Identifies strengths and gaps○ Makes informed next steps○ Adjusts teaching○ Supports targeted students○ Extends more able students | <ul style="list-style-type: none">○ Share their ideas○ Rehearse their ideas○ Hear the ideas of others○ Reflect on their own thinking○ Improve and refine their ideas○ Process information○ Engage with peers and the teacher○ Problem-solve |

5.2 Extending Think-pair-share

The think-pair-share strategy is effective, but the strategy can be extended by adding additional steps, etc. Below are some suggestions on how to extend the think-pair-share strategy.

| Think-pair-share Extended | Procedure | Structure |
|-----------------------------------|---|--|
| Think-pair-square | One pair turns and faces another pair and share as a group of four. |  |
| Think-pair-record | Partners note down key ideas while pairing. |  |
| Share back then summarise | Two students share and a third student summarises what was shared. |  |
| Think-pair-share then think again | After sharing a range of responses, students think and discuss a new idea they had. |  |

| Think-pair-share Extended | Procedure | Structure |
|--------------------------------|---|--|
| Think-pair then walk and share | After talking with their partner, students walk around and find a new partner to share their own thinking, their partner's thinking or a summary of both. |  |

5.3 Think and Wait Time

All students need time to think to generate and organise their ideas. This is an important management strategy in the think-pair-share classroom. Without think and wait time, some students might rely on their stronger partner. The teacher should explicitly inform students of the think and wait time and convey the expectation.

A silent five-second countdown works well to indicate to the students when the think and wait time is over.

6. Public Speaking as Presentational Talk

6.1 Why Public Speaking

Public speaking is a skill which can be taught. People are not necessarily born successful public speakers. They will need to be taught how to speak in public.

With a calm and collected resolve, public speaking can be an enjoyable activity. Skills acquired are also important in other areas of life. It enhances the speaker's reputation, boosts their self-confidence, and helps them think and speak on their feet. Public speaking can open up various opportunities for further engagement.

Public speaking is the process of communicating information to an audience. It is usually done before a large audience, i.e. in school, the workplace and social events. It can be delivered live or shared via a digital platform.

Benefits of teaching public speaking skills:

- sharpens verbal skills;
- enhances non-verbal communication skills;
- transfers from English to Chinese;
- encourages critical thinking; and
- develops a life skill as speaking plays an important role in everyday life.

6.2 Building Confidence – Human Connection before Content

How can a teacher create a safe environment in the classroom for public speaking? When students walk into a new environment, they are usually anxious and insecure because they do not know what to anticipate. The result is unhappy students, unsatisfactory outcomes and unfulfilled expectations.

The teacher needs to provide students with a safe environment to mingle, play and have fun. In order to reduce their anxiety level, the teacher needs to engage students through tasks. If there is no fun, students find it difficult to engage with the content or with their peers. With the lack of trust, students pull back from participating fully in class. In the absence of a challenge, there is also boredom.

Regardless of the curriculum content, relationships are the key. The teacher should inspire and equip students to achieve what is truly possible by focusing on intentionally building trusting and healthy relationships amongst the students and between the teacher and students.

6.3 Feelings Influence Thoughts and Actions

It is impossible to change how students think or what they do, unless the teacher first changes how students feel. Thoughts are influenced by feelings and emotions which lead to informed actions and behaviours.

If students are resistant to activities, it may be due to the teacher's failure to realise or acknowledge the feelings of the group. The only way to influence the thoughts and behaviours of students is to, first, influence the way they are feeling.

6.4 We Are Comfort-seeking Machines

Comfort, or safety, is hard-wired or baked into the DNA of every human-being, so powerful, it guides every feeling, and therefore our thoughts and actions. This explains the source of feelings. If students feel threatened, they think and act in a certain way. If they feel comfortable, they think and behave in a different way. In short, environment dictates students' performance.

The teacher needs to pay heed to the above to ensure successful speaking lessons.

6.5 Five Essential Elements in Successful Public Speaking

#1 Overcoming Your Fear

Speaking in public can be an overwhelming affair. The teacher should provide students with the opportunity to face their fear by ensuring adequate preparation and practice, either in front of a mirror, a class or video recording of themselves. Reducing the anxiety associated with public speaking is a gradual process but it is important as it affects students' level of confidence with an audience.

#2 Knowing Your Audience

Students should have a sound understanding and knowledge of their audience to be able to confidently present on a topic. The teacher needs to inform the students about the expectations and outcomes of the speech. The content of the speech should be holistic enough to let the speaker and the listener learn something new and emphasise points to extend students' learning.

#3 Researching Your Topic

An essential part of a presentation is in the knowledge students convey. For this reason, the teacher should help students to prepare their speeches well in advance. Students should know their topic well and be able to answer questions from their audience if needed. Adequate knowledge of the subject matter will prevent awkward moments in a student's speech and the loss of confidence in their delivery.

#4 Having a Personality

Personality is conveyed through tone, body language and the general sense of expression. The teacher can teach students to make connections to their subject matter through their personal experiences. Students can also tell a story which connects to their audience. Stories drawn from personal experiences sets the tone which helps engage the audience and relates to their prior knowledge.

#5 Practice

The saying goes: 'practice makes progress'. The teacher should emphasise the importance of practicing their speeches. The more students practice, the more experience they gain. This leads to students becoming confident public speakers. All great speakers aren't naturally experts; they take time to prepare and improve their techniques.

6.6 Communicating Expectations to Students




The teacher should set expectations and inform students from the very beginning. Students cannot simply deliver a speech in morning assemblies, participate in P6 interviews, present show-and-tell or be part of an impromptu in-class presentation without prior knowledge and preparation. Hence, an effective teacher could use a rubric to set out objectives and expectations at the start of the speaking lesson.




The teacher should take the time to teach students the public speaking skills and set these as expectations during their speaking classroom activities.







Rubrics can assist the teacher to communicate the expectations to the students before the start of the speaking activities. Rubrics inform the students of the new speaking skills included in the activities. Rubrics will also assist the students with self and peer assessment.

On the next two pages are examples of rubrics for speaking activities for Key Stage 1 and 2. These rubrics use **poise, voice, life, eye contact, gestures and speed** as criteria. In short, these elements are referred to as **PVLEGS** criteria.

6.7 PVLEGS Criteria

| Criteria | Explanation |
|--|---|
| <p>Poise: Calm Confidence</p>  | <p>The truth is that all speakers have a degree of nervousness. Even a professional speaker with massive experience will have a heightened level of excitement before a presentation. It is also true that if that nervousness is obvious, listeners can be distracted and miss the point of the speech. This is why the first skill needed in performing a speech is poise. Webster defines poise as an “easy, self-possessed assurance of manner... pleasantly tranquil” (Merriam-Webster 1998, 899). The key to performing a speech is to appear calm and assured even when we may not feel precisely that way or even remotely close to it.</p> |
| <p>Voice: Every Word Heard</p>  | <p>A good speech is a good conversation magnified. The speaker retains his basic conversational style but uses animation and volume suitably for a larger audience. The teacher does not want students to imitate any style or person. They should, however, point out to students that there are different types of voices and should begin the process of having the students think about their own voices. Some people have very soft voices making it tiring to listen to them. The teacher helps students become aware of how they sound to avoid such problems.</p> |
| <p>Life: Insert Passion</p>  | <p>Expert speakers demonstrate feelings in their voices. They show emotion, passion, excitement, sadness, etc. It is engaging to listen to speakers who show these passions in their speeches. Their speeches are entertaining as the listeners experience different emotions with the speaker. The teacher needs to teach students how to use intonation to portray emotions.</p> |

| Criteria | Explanation |
|--|---|
| <p data-bbox="108 152 587 188">Eye contact: Engaging Each Listener</p>  | <p data-bbox="619 152 1465 474">Students need to make eye contact with individuals in the audience. It may seem intimidating to look at each person in the audience, but it is necessary to make the audience feel that students are speaking to them personally. One strategy teachers can deploy is to instruct students to focus their eyes systematically around the room (from left, to the centre, to the right).</p> |
| <p data-bbox="108 728 528 808">Gestures: Matching Motions to Words</p>  | <p data-bbox="619 728 1469 1146">A good exercise to illustrate the importance of gestures is to ask students to observe the people around them; watch people in some public places as they converse, look around a restaurant or coffee shop or sit on a bench in the mall and watch people walk by. When a person speaks, they are gesturing. The speaker's hands move, face moves and body position changes. A teacher needs to inform students that this is typical and natural. Some people use gestures more than others, but acknowledge that when a speaker talks, the body moves.</p> |
| <p data-bbox="108 1355 464 1391">Speed: Pacing and Pausing</p>  | <p data-bbox="619 1355 1481 1675">Students rehearsing a speech in front of their parents is not the same as presenting to thirty peers in the classroom. Excitement, nerves, and the adrenaline rush of showtime will lead to increased speed. A teacher should discuss with students the need to pay attention to the speed of the delivery. Then, the teacher should model to students proper pacing and how to use pauses effectively.</p> |

| | |
|--|--|
| <p>Poise</p> <p>I am calm and confident. I do not have distracting behaviours.</p> |  |
| <p>Voice</p> <p>I speak every word clearly. I use just the right volume for the classroom.</p> |  |
| <p>Life</p> <p>I am fun to listen to. I have feelings in my voice.</p> |  |
| <p>Eye Contact</p> <p>I look at people in my audience.</p> |  |
| <p>Gestures</p> <p>My movements add to my speech. I use my hands, body and face to express my feelings.</p> |  |
| <p>Speed</p> <p>I do not speak too fast or too slow. I use pauses.</p> |  |

6.7.2 Key Stage 2 Rubric (peer-assessment)

| | 1 (needs work) | 2 (fair) | 3 (good) | 4 (excellent) |
|--------------------|--|---|--|--|
| Poise | You seemed nervous and not at all poised. You had many distracting behaviours. | You mostly seemed poised. A couple of major distracting behaviours bothered the listeners. | You seemed calm and confident. Only one or two minor things were noticed, but they were not distracting to the listeners. | You appeared calm and confident. There was no distracting behaviour. |
| Voice | The audience had a hard time hearing you. Many words were not understandable because you mumbled. You had many strange vocal patterns. | You spoke a bit too softly or too loudly. You mumbled several times and your words were not clear. You had some strange vocal patterns. | Your voice was just right for the space. A couple of words were mumbled. You did not have any strange vocal patterns. | Your voice was just right for the space—not too loud or too soft. Every word was clear. You did not mumble. You did not have any strange vocal patterns. |
| Life | Your speech was monotone and you did not put any emotion or life into any part of your speech. | You only had one or two places where you seemed to come alive and put feeling into your speech. | You had some feeling in your voice. There were several parts that really came alive for the listener. | You had a lot of feeling in your voice. I heard emotion, passion, excitement, sadness, etc. It was enjoyable to listen to you. |
| Eye contact | You never looked at anyone. You only read from your note cards. | You only occasionally looked at the audience. Many audience members were never looked at. You read from note cards most of the time. | You mostly looked at your audience. Some members of the audience may have been missed because you only looked in certain directions. You used your note cards well most of the time. | You constantly looked at your audience. You looked at most members of the audience. You used your note cards well at all times. |
| Gestures | You had no gestures. | You only used some gestures once or twice. | You used some gestures and they contributed to your speech. | You had very effective hand, face, and body gestures. Your motions added a lot to your speech. |
| Speed | You spoke way too fast or too slow. There was no change of pace. | You spoke a little too fast or too slow. | You were not too fast or too slow. Your speech had one speed. You did not use pauses. | You were not too fast or too slow. You varied your speed—faster for exciting parts, slower to add emphasis. You used pauses to let main points sink in with the listeners. |

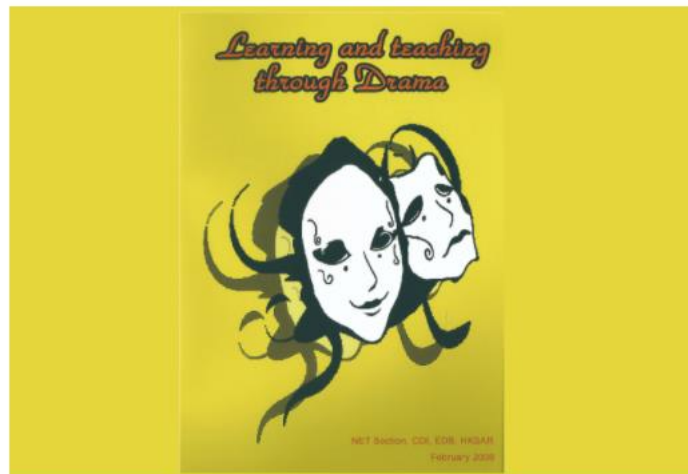
6.8 Public Speaking – A Final Word

There is no magic potion or formula to make students better public speakers. The key to success in public speaking is confidence. Confidence can be built through readiness, and to be ready; students must practice, practice and practice.

7. Drama as Presentational Talk

7.1 Process Drama

Drama Resources



Learning and teaching through Drama

Drama can be effectively used to enhance oral language. Scan the QR code or click the link to the NET Section drama resource.

NET Section Drama Resource



<https://nets.edb.hkedcity.net/page.php?p=491>

The Learning and Teaching through Drama resource contains:

- a Drama CD Booklet; and
- videos.

7.2 Puppetry



Puppetry is also another drama strategy that can be effectively used to contribute to students' oral language development. The NET Section runs an annual primary school puppetry competition entitled, *Story to Stage*. Scan the QR code or click the link to the NET Section puppetry resources.

NET Section Story to Stage Puppetry Competition



<https://nets.edb.hkedcity.net/page.php?p=406>

The puppetry competition page contains the following resources:

- an instructional puppetry video;
- instructions for the use of the puppetry tent;
- different types of backdrops;
- puppet making information; and
- a support package for teachers.

8. Debating as Presentational and Conversational Talk

8.1 Live Debate

A debate consists of two teams; the affirmative team which supports the topic, and the negative team which argues against the topic. Debating is an activity that involves presenting relevant arguments in support of or against a viewpoint. Normally, debates take place in schools, public meetings and lawmaking assemblies. Debating skills are a common part of students' lives as they would have argued, persuaded or reasoned on a particular topic or issue at some point in their lives. Using them in the classroom helps develop the art of reasoning, collaboration and communication. In the preparation for a debate, the students need to research the topic, prepare the arguments for or against the topic and practise their presentations.

The NET Section organises debating cluster meetings for teachers and students. Scan the QR code or click the link to the Live Demo Debate Promotional Video highlighting the main features of a debate.

Live Demo Debate



<https://nets.edb.hkedcity.net/album.php?album=19&type=album>

8.2 Activities for Successful Debating

Below are two examples of how the students in a class can be divided into groups for debating activities. Make a Stand will divide the class into two whereas the Four Corners will result in four debating groups.

Make a Stand

The teacher shares a controversial statement with the students. An imaginary line is created in the classroom as the teacher nominates one side as 'strongly agree' and the other side as 'strongly disagree'. The teacher gives students some thinking and discussion time. The students then move to the side that represents their stand on the topic.

Four Corners

Similar to 'Make a Stand', the teacher divides the classroom into four corners which represent 'strongly agree', 'agree', 'disagree' and 'strongly disagree'.

Talking Strips

Talking strips are a useful tool for teachers to use with students to organise their thinking before they present their arguments in a debate. See below for a basic and more advanced version of the strips. The teacher uses talking strips to prepare students for presenting persuasive arguments either for or against a statement. Students can work in pairs, small groups or individually.

| Talking strip - Persuasion | | | | | |
|----------------------------|---|--------------|------------------|------------------|--------------|
| I strongly believe that... | There are three main points to support my argument. | Firstly, ... | In addition, ... | Furthermore, ... | Finally, ... |

| Talking strip – Persuasion (extension) | | | | | |
|--|---|--------------------------------------|---|---|--------------|
| I strongly believe that... | There are three main points to support my argument. | Firstly, ... For example, ... | In addition, ... Evidence shows... | Furthermore, ... To elaborate, ... | Finally, ... |

8.3 Using Debate in the English Classroom

The NETworking Booklet - Using Debate in the English Classroom contains the following resources:

- an introduction – why teach English through debating;
- an overview of a debate;
- how to analyse a motion;
- how to pair arguments;
- how to develop a team line;
- some examples of tag debating, comparative and superlative, three-step rebuttals;
- a debating skills session; and
- a demonstration debate.

Scan the QR code or click the link to access more debating ideas and activities.



NETworking – Using Debate in the English Classroom



<https://nets.edb.hkedcity.net/individual.php?p=26>

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10.Acknowledgements

HKPTU Debating Competition

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