

Empowered Readers, Empowered Speakers: The Journey from Understanding to Expression

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Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

Session objectives

- To explore strategies for using reading as a springboard for **authentic expression**
- To introduce school-based frameworks that foster **confident improvisation**
- To share the student outcomes from the *Time to Talk* competition and related expressive speaking activities

Read. Reflect. Express.

Values Education in English Language Education

Time to Talk Competition

A student **forgot his line** in
Time to Talk but **improvised**
with confidence...

3-4 MINUTE
SPEECH

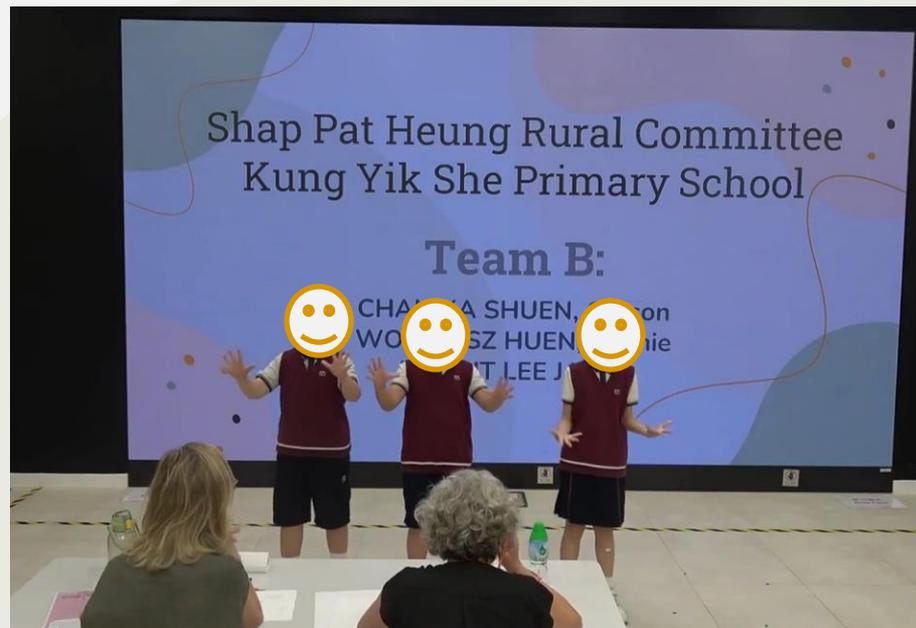
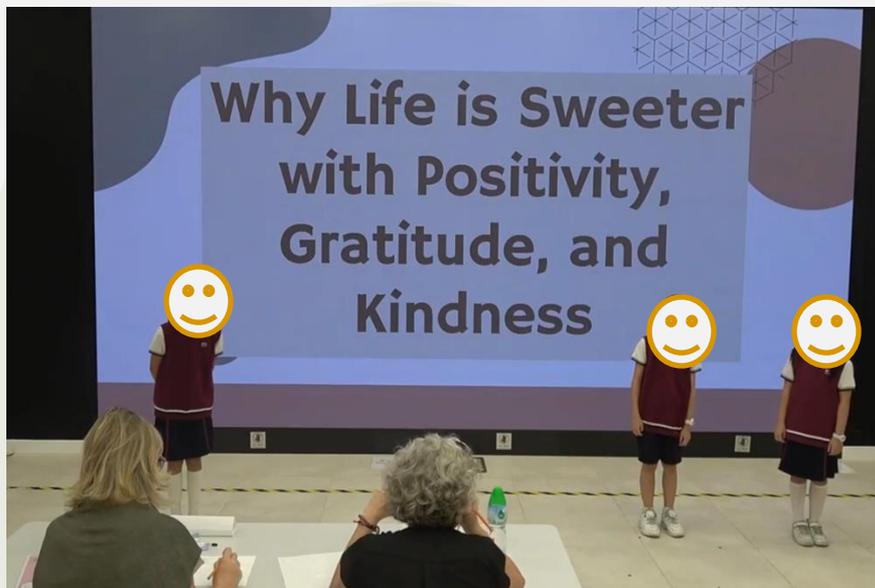
CREATIVE
USE OF ENGLISH



PUBLIC SPEAKING
COMPETITION
**TIME TO
TALK**

MORE
INFORMATION

2024 - 2025



<https://www.youtube.com/watch?v=gV87HZLbZiA>

1'50 – 2'24

Why Reading Matters?



Reading builds vocabulary and values



Uniqueness

- *Giraffes Can't Dance*



Perseverance

- *Salt in My Shoes*

Foundation for confidence in expression



How can we turn **reading** into
authentic expression in our own school?

Post-performance evaluation

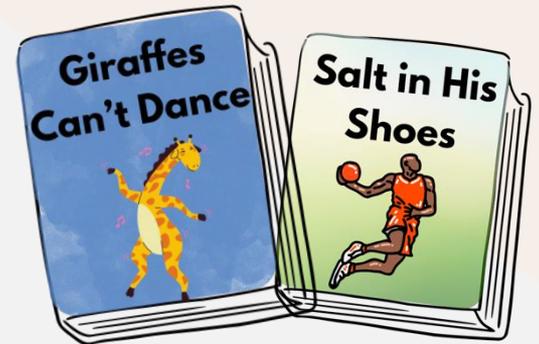


From **Reading** to **Expression**

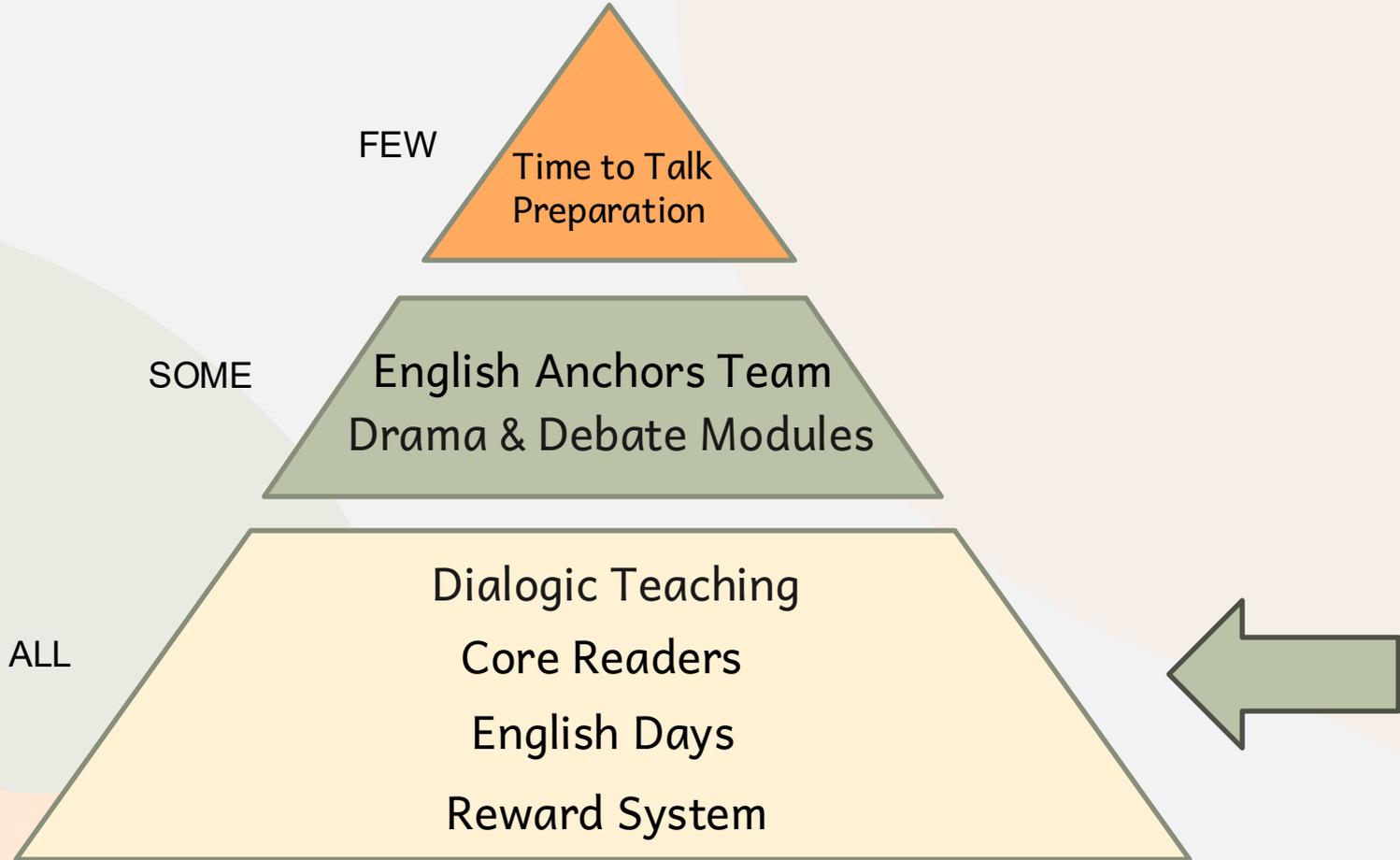
Reader → **Discussion** → **Internalisation**

→ **Script** → **Expression** → **Improvisation**

Students don't just memorise
— they **internalise** meaning



Three-tier Approach



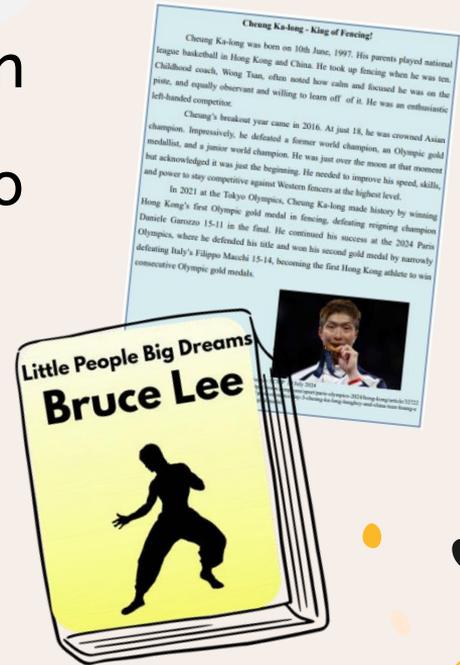
Whole-school Approach

- **Dialogic teaching** across all subjects:
a school-wide speaking culture



Dialogic Teaching & Curriculum

- Speaking elements in every GE lesson
- Core readers/ reading texts linked to group discussion, drama and debate
- Students prepared with a strong foundation across subjects



Embedding Values Education

- **Expression** rooted in **values**:
perseverance, empathy, confidence.
- Students connect reading themes to their own lives
- Fosters authentic ownership of ideas

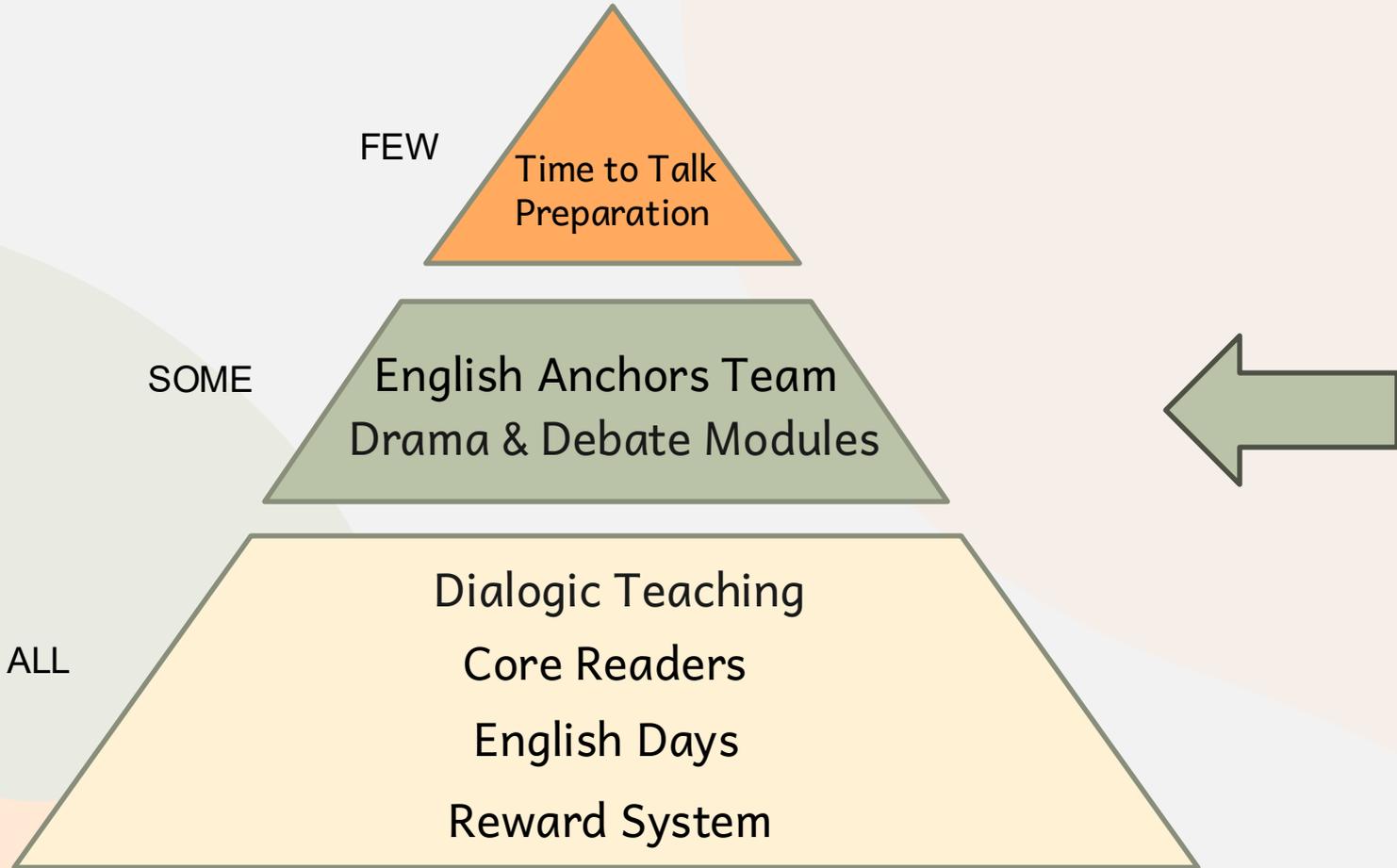


Whole-school Approach

- English Days, reward system (student-led shop), interviews, debates
- Speaking opportunities beyond the classroom

critical thinking, confidence and autonomy

Three-tier Approach



Drama & Debate Modules

- P4–P5: **drama lessons** – text to performance
- P5–P6: **debate module** – building arguments from readings
- ★ **Skills:** critical thinking, teamwork, confidence



Internalising Lesson Content

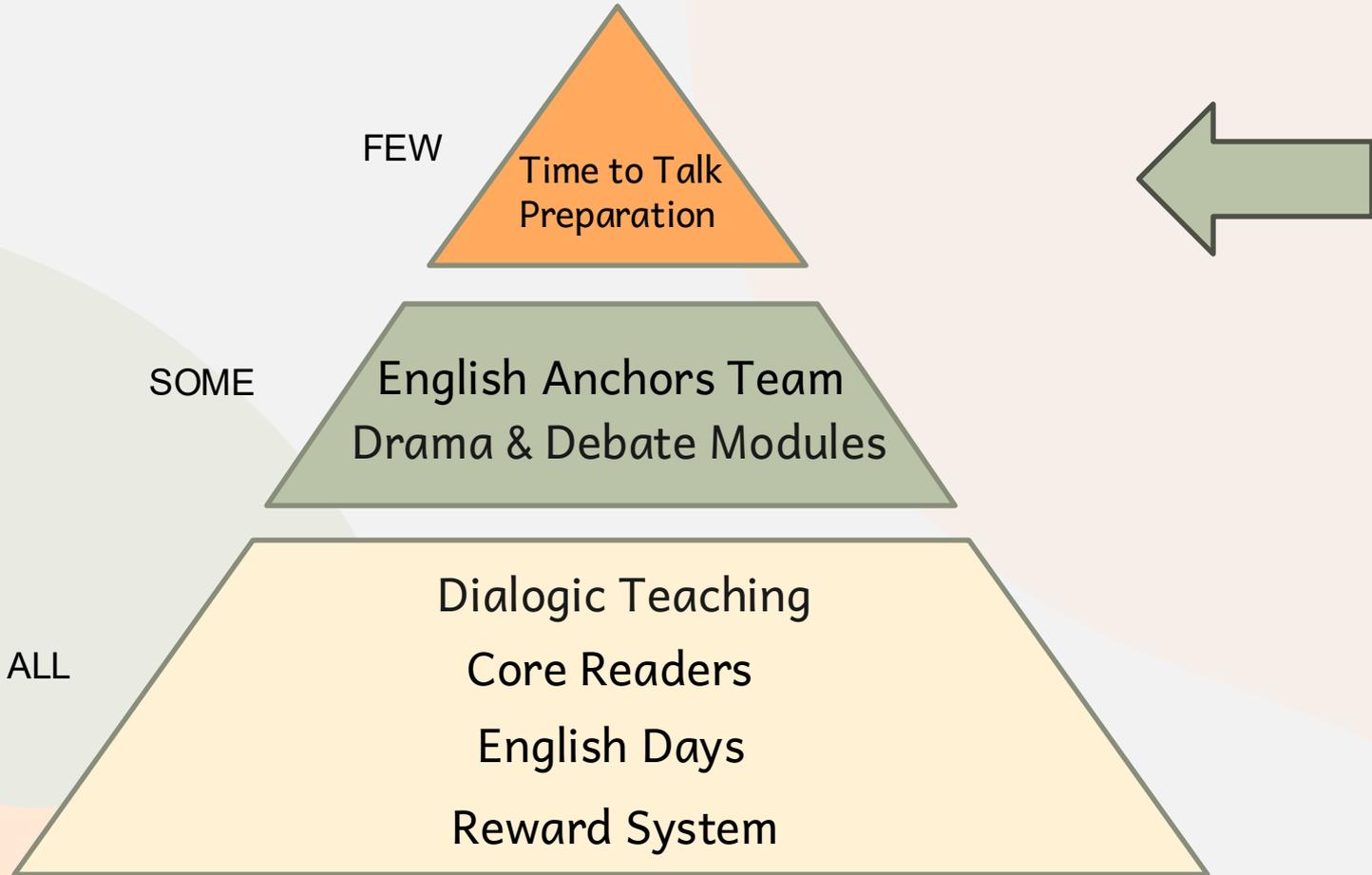
- Debate Module – understanding different points of view, internalising what's at stake
- ★ **Teacher's Role:**
guiding students to 'lean in' to their strengths

Improvisation & Ownership

- **English anchors training** – when lines are forgotten, students own the message
- Collaborative script-writing and personalisation
- Own your voice, not just your memory, is the goal



Three-tier Approach

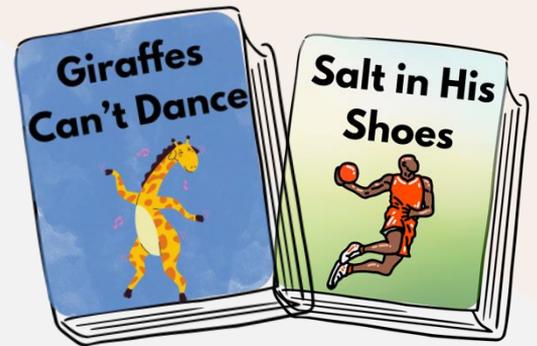


Preparation in Action

Reader → Discussion → Internalisation

→ Script → Expression → Improvisation

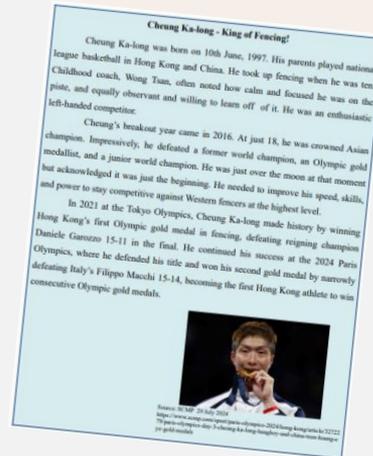
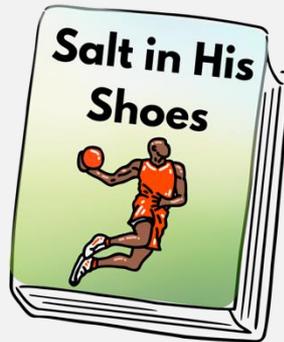
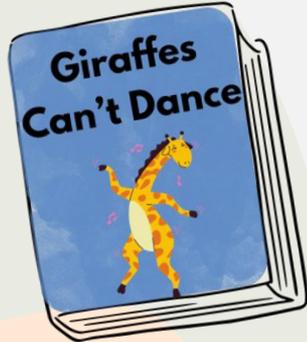
Students don't just memorise
— they **internalise** meaning



(1) Reader

Reader → **Discussion** → **Internalisation**

→ **Script** → **Expression** → **Improvisation**



(2) Discussion

Reader → **Discussion** → Internalisation

→ **Script** → **Expression** → **Improvisation**

- Dialogic teaching
- What did you learn from the story?

(core values + topic)



(3) Internalisation

Reader → Discussion → **Internalisation**

→ Script → Expression → Improvisation

- Relate to the materials
- Explore other points of view



2. Listen to the song. What does the song mean to you? (what does it make you think/feel?)

3. Are there any specific memories the song reminds you of? (Don't be shy!)

(4) Script

Reader → Discussion → Internalisation

→ **Script** → Expression → Improvisation

- Match students to their roles
- More interaction



(5) Expression

Reader → Discussion → Internalisation

→ Script → **Expression** → Improvisation

- Practise > perform
- Gestures
- Personal style (**creativity**)



(6) Improvisation

Reader → Discussion → Internalisation

→ Script → Expression → **Improvisation**

- Freedom to express the content in their own words / style



Recap

- Practice: reading + group work + rehearsal
- Teacher support: modelling effective speaking, guided discussion, feedback culture
- Students feel **safe** to try, fail and grow

Takeaway Message

- Whole-school approach
- Connecting the curriculum to competitions
- **Reading sparks ideas**
- Expression turns them into **life-long values**