



SPEAK AWAY: CREATE AN IMMERSIVE ENVIRONMENT

大家好!

Elliot Hsiao-Williams

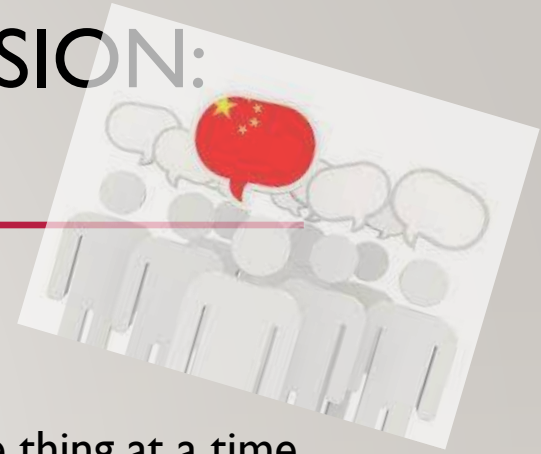


Socrates Educa International School, Spain

14th October 2023



A LITTLE BACKGROUND STORY OF THIS SESSION:



Students may say:

- The words don't stay in my head. I learn one topic then I forget when I move on to the next.
- It takes double effort to improve my writing and speaking in Mandarin. I can only focus on one thing at a time.
- Why didn't the Chinese people understand me when I tried to speak it during the school trip?

Teachers may say:

- They may use the correct grammar in writing but don't remember to apply the same grammar when speaking.
- I am under exam pressure, so I focus on what the exam specifications ask for to work on their speaking skills.
- My students can't pronounce something well. / Their accent is not great.

Dear Mandarin / MFL colleagues,

IS ORACY MORE IMPORTANT

.....than other skills?



Dear Mandarin colleagues,

DO SOME OF THE STUDENTS EVER SAY...?

.....我总是按赞。

.....这太火啦!

.....那个时候我脸都绿了!



CONTENTS (WE WILL BE SPEAKING ABOUT...)



An Audit - 'Speaking' in My School



Identify the Approaches – pros and cons



*Be Holistic and Creative Together – design a speaking task that is **current** and would **last***



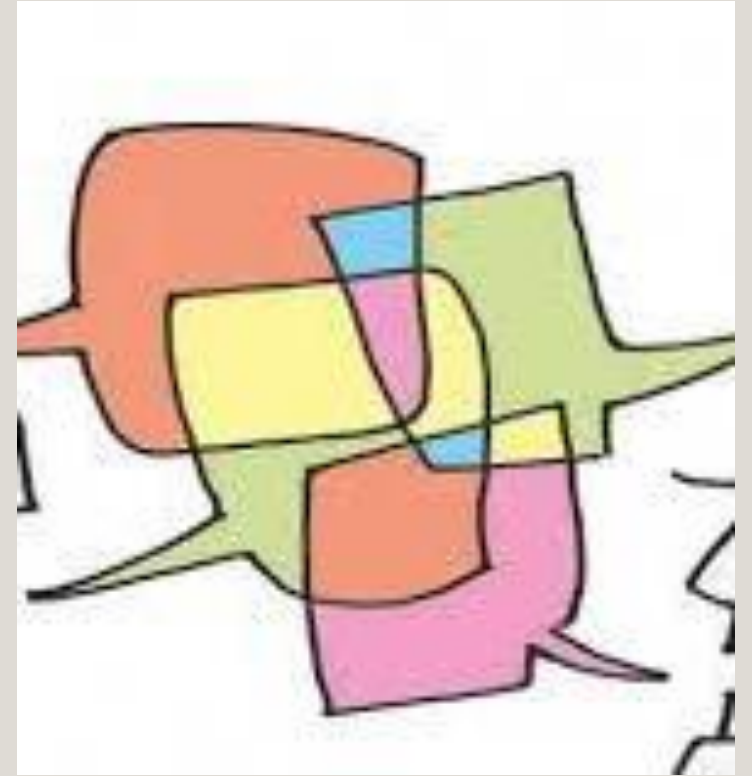
Conclusion (or just 'Food for Thought')



1)

WHAT'S THE MANDARIN SPEAKING LIKE IN OUR SCHOOL?

- Have we, as the 'learning facilitators', encouraged spoken Mandarin outside the classroom and around the school (not just *saying the daily routine*)?
- Do our students 'know' us, as real humans, or just teachers who speak good Mandarin?
- Do we do 'ROLE-PLAY' role-plays?



REAL-LIFE APPROACH VS. EXAM-PREP APPROACH

Chinese Number Slang #1

<p>666 liùliùliù "Awesome", "excellent" (from 牛牛牛 niúniúniú and 溜溜溜 liūliūliū)</p>	<p>520 wǔ'èrlíng "I love you" (from 我爱 你 wǒ ài nǐ)</p>	<p>995 jiǔjiǔwǔ "Help me" (from 救救 我 jiù jiù wǒ)</p>	<p>748 qīsìbā "Go to hell", "get lost" (from 去死吧 qùsǐba)</p>
<p>88 bābā "Bye bye" (from 拜拜 bái bái)</p>	<p>484 sìbāsi "Yes or no" (from 是不是 shì búshì)</p>	<p>233 èrsānsān "lol" (represents 哈 哈哈 hā hā hā)</p>	<p>555 wǔwǔwǔ "crying" (from 呜呜呜 wūwūwū)</p>

Icons: LTL, X, Checkmark, and a crying face.

Which way do we opt for when it comes to developing **speaking** skills?



2)

A QUICK EXERCISE USING THE EXAMPLES OF SPEAKING ACTIVITIES TO IDENTIFY AND DISCUSS THE PROS & CONS:

1) With which approach(es) have we practised speaking in the following activities?

(It doesn't have to be either of the mentioned approaches on the right here...!)

2) How effective has it been using the particular approach(es)?

(effective for **real-life** or **exam-prep**, or **both**, or **neither**?)

For example:

- Real-life approach?

or

- Exam-prep approach?

or

- **X** approach?



2.1) example A

nǐ jiào shénme míngzi 你 叫 什 么 名 字 ? What is your name?	niú rén 牛 人? You from?	r ne 儿 呢? you?	qījī 期 几? is it?	xiěmèi ma 写 妹 吗? y siblings?
wǒ jiào 我 叫... My name is...		jiā 家。 ome.	qīèr 期 二 uesday.	liǎng ge dìdì 两 个 弟 弟。 nger brothers.
nǐ jǐ suì le 你 几 岁 了? How old are you?	nǎr 哪 儿? u live?	hào 号? e today?	diǎn le 点 了? it now?	ěnmeyàng 怎 么 样? r like today?
wǒ suì 我 ... 岁。 I am... years old.	Běijīng 北 京。 jīng.	èrshíbā rì 二 十 八 日 st 28th.	èr diǎn 二 点。 /clock.	hǎo 好。

ink saving Eco

Chinese Speaking Practice

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to food and eating out.



- 1) What is there in the photo?
- 2) What did you eat yesterday?
- 3) What is your opinion of healthy eating?

2.2) example B

My Weekly Routine -- Speaking project 'VLOG'

Elliot Hsiao-Williams • 12 Apr (Edited 20 Apr)

Due 28 Apr

You need to include:

- Some of the vocabulary from the Routine vocabulary slide.
- Correct use of the time phrases (check out this week's lesson presentation for reminders – <https://classroom.google.com/c/MzkwNTA0ODQ0ODQ0/p/NTk5OTQ2NTkwMzEy/details>)
- You could use some/ all of the sentences you did in the previous 'Weekly Routine Writing' task.
- This is an **individual** project.

 Class comments

萧

Add class comment...



2.3) example C

Part 2: Listen and answer

- 明天星期几?
- 你会不会做饭?
- 这个月有多少天?
- 你喜欢吃水果吗?
- 我工作三年了。你呢?
- 去年新年你在哪儿?
- 晚上你想去做什么?
- 你篮球打得怎么样?
- 谁是你最好的朋友?
- 你和爸爸妈妈住在一起吗?
- 你有电脑吗?

2.4) example D

*Have you conducted a speaking
exercise/project different from
Examples A-D? Tell us about it?*



2.5) example X ?

- *Have you conducted a speaking exercise/project different from examples A-D? Tell us about it?*

2.5)

NO MATTER HOW OUR STUDENTS APPROACH AND CONDUCT A SPEAKING ACTIVITY/ PROJECT/ HOMEWORK. ETC,

Have we thought about:

- The practical scenario/ 'learning situation'? (*real-life* → *personal interests*)
- The focus points of targeted vocabulary, sounds, and grammar? (*exam-prep* → *practical short-term goal of the exam course*)
- The *re-applicability* for later on (of the term, of the academic year, of the whole-GCSE course courses beyond, of *LIFE*)?



3)

DESIGN A SPEAKING TASK THAT CAN **MAKE THE LEARNING STICK** —
PLAN AN **OUTLINE** OF A 'LEARNING PROJECT' OR 'LEARNING SCENARIO':



- They should have '**capacity to expand**' – to have a:

Next-step/ Follow-up project/scenario!

Extendable to use outside lesson time.

- Let's **think**:

Link to teacher and learner's personalities**

Retention & Reapplication*

Pronunciation



3.1) A SPEAKING TASK – THAT MAKES THE LEARNING STICK!

Step 1: **Identify** a real-life situation.

Step 2: **Target** a few points of grammar, generically useful vocabulary, and certain phonics if you wish.

Step 3: **Design** a speaking project or task.

Step 4: **Identify** which parts of the potential final product can be re-used / re-applied in future speaking tasks, and....**at the corridor!? At a school event? At home?** (it could be a particular sound, a sentence structure, etc.

***Real-life situation** – ‘What’s trending right now?!

***Feel free to refer to your school’s chosen textbooks/ curriculum plans/ exam specs!**

3.2)

• Textbooks topics?

• Assessment opportunities?

• Speaking competition?

• Multimedia presentation?

• How would a native-Chinese teenager say this?

• Sing (‘唱’的比‘说’的好听)?

• Display support or prompt?

• Exam spec themes?

• Re-enactment of a Chinese drama?

• VLOG?

• Video dubbing?



3.1)
A Speaking Task – that makes the learning stick!

Step 1: **Identify** a real-life situation.

Step 2: **Target** a few points of grammar, generically useful vocabulary, and certain phonics if you wish.

Step 3: **Design** a speaking project or task.

step 4: **Identify** which parts of the potential final product can be re-used / re-applied in future speaking tasks, and....**at the corridor!? At a school event? At home?** (it could be a particular sound, a sentence structure, etc.

**Real-life situation – ‘What’s trending right now?!
Feel free to refer to your school’s chosen textbooks/ curriculum plans/ exam specs!

• Instagram reels?

3.3)

Shall we share the ideas we have got?

- They should have ‘**capacity to expand**’ – to have a:

Next-step/ Follow-up project/scenario!

Extendable to use outside lesson time.

- Let’s **think**:

Link to teacher and learner’s personalities**

Retention & Reapplication*

Pronunciation

3.4)

STUDENT WORK SAMPLES – HOW DO WE KEEP THEIR LEARNING ‘STICK’ AND EXTEND?

Routine –

https://drive.google.com/file/d/1CROsbFMEgct1Kcrpc-AFzldUwYDqYDHU/view?usp=drive_link

Sports Event –

[https://drive.google.com/file/d/1U_-jvGjsUgqg5OGq\\$1WZmBtdnipAb_lg/view?usp=drive_link](https://drive.google.com/file/d/1U_-jvGjsUgqg5OGq$1WZmBtdnipAb_lg/view?usp=drive_link)

Food –

https://drive.google.com/file/d/1JqS6A2G22nj3Kf-uL_RGI_lba5gwNUWN/view?usp=drive_link



4.1)

SOMETHING WE COULD THINK ABOUT...



Are our students learning a language or a school subject?



Do pronunciation, accent, and grammar matter in a real-life conversation?



Is Listening as important as Speaking?



Are our students retaining and reapplying in a sustained conversation?



**** Does this holistic (real-life) approach for developing speaking skills take up a lot of time?**

4.2)

SOMETHING WE SHOULD BEAR IN MIND...



Take advantage of the time outside the lessons.

How?



Build expandable learning scenarios/situations.

How and When?




Take advantage of your presence and personality and build your perfect list of phrases to say.

How and When?

5)

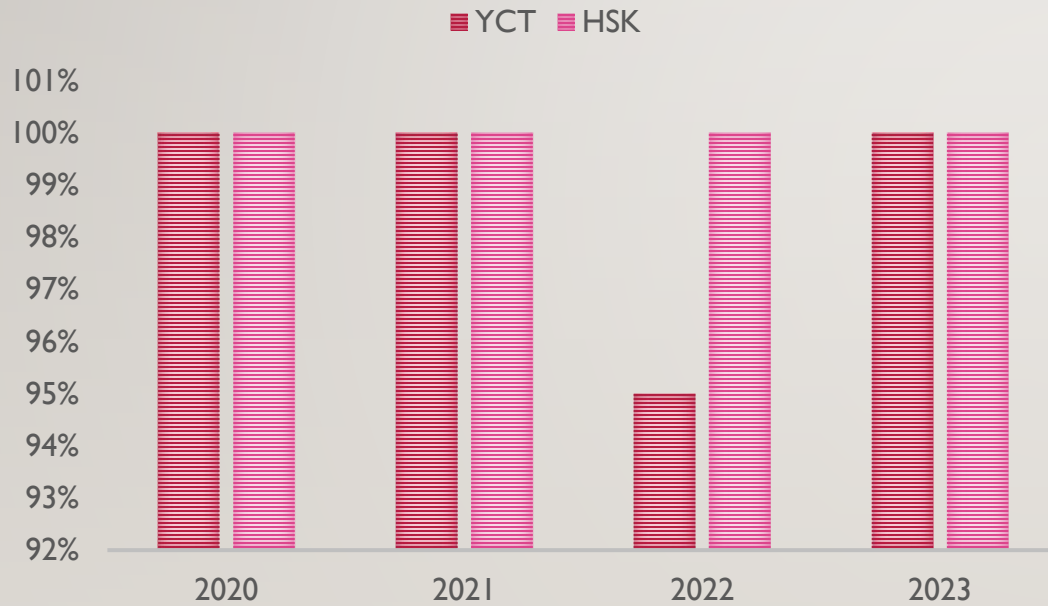
SOMETHING COLLOQUIAL FROM MR HSIAO-WILLIAMS AT SCHOOL:

- 先给我时间!
- 先给我地点! 
- (grammar reminders!)
- 做什么 (啊、啦) ?
- 嘿, 等一下!
- 好吧! ? 好呗! ? 好哦! ?
- 行不行? / 妥不妥?
- 赞啦! / 按赞
- 点爱心 / 点红心
- 超级漂亮! / 超级.....!
- 好吃到爆! / 贼好吃!
- etc..

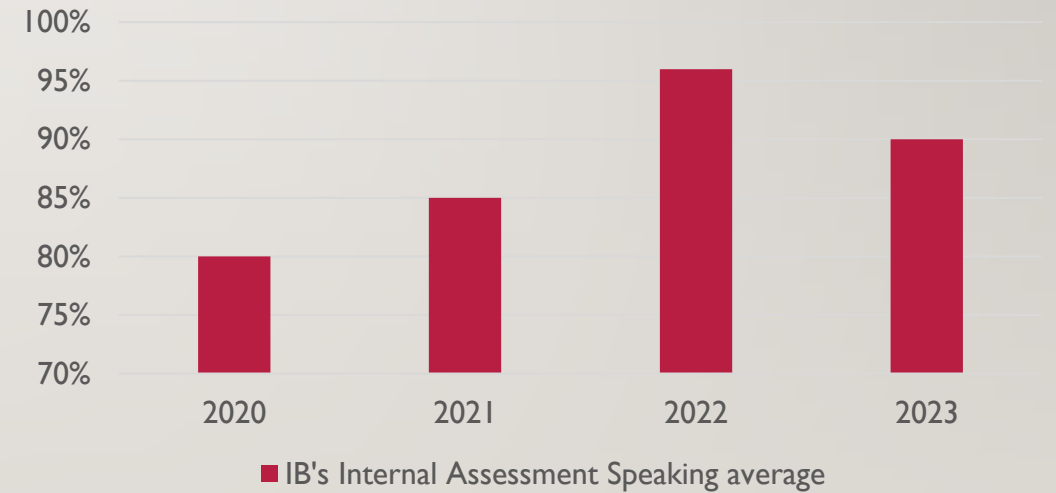
B)

SOME EXAM DATA FROM MR HSIAO-WILLIAMS'S SCHOOL:

YCT 1-3 & HSK 1-3 pass rate



IB's Internal Assessment Speaking average (percentage of the IB modified, out of 30 criteria marks)



Q&A...and Stay in touch!

非常感谢!

Elliot Hsiao-Williams



Socrates Educa International School, Spain

ehsiao@socrateseduca.org ; e.hsiao.languages@gmail.com