



# Using the 'Think-Talk-Write-Practise' Strategy to improve pupils' performance in Stimulus-based Conversation

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# Today's Itinerary

- Background of research project
- The 'Think-Talk-Write-Practise' Approach
  - Features of each stage
  - Samples of activities for each stage
- Findings of research



# Rationale for the Research

- Change in oral component
- Stimulus-based conversation (20 marks)
- Importance of developing pupils' ability to hold a meaningful conversation.
- Feedback from teachers –pupils are not able to express themselves confidently and cohesively.
- Teachers need a **more structured approach** to teach oral skills



# Basis of the Research Project : The 'Think-Talk-Write' Strategy

This strategy is a component of one of the 4 domains of  
**The Oral Language Pie** (Sue McCanlish 2012)

Domain : *Building Talk for Thinking*



# The Oral Language Pie



# Why teaching talk is important...

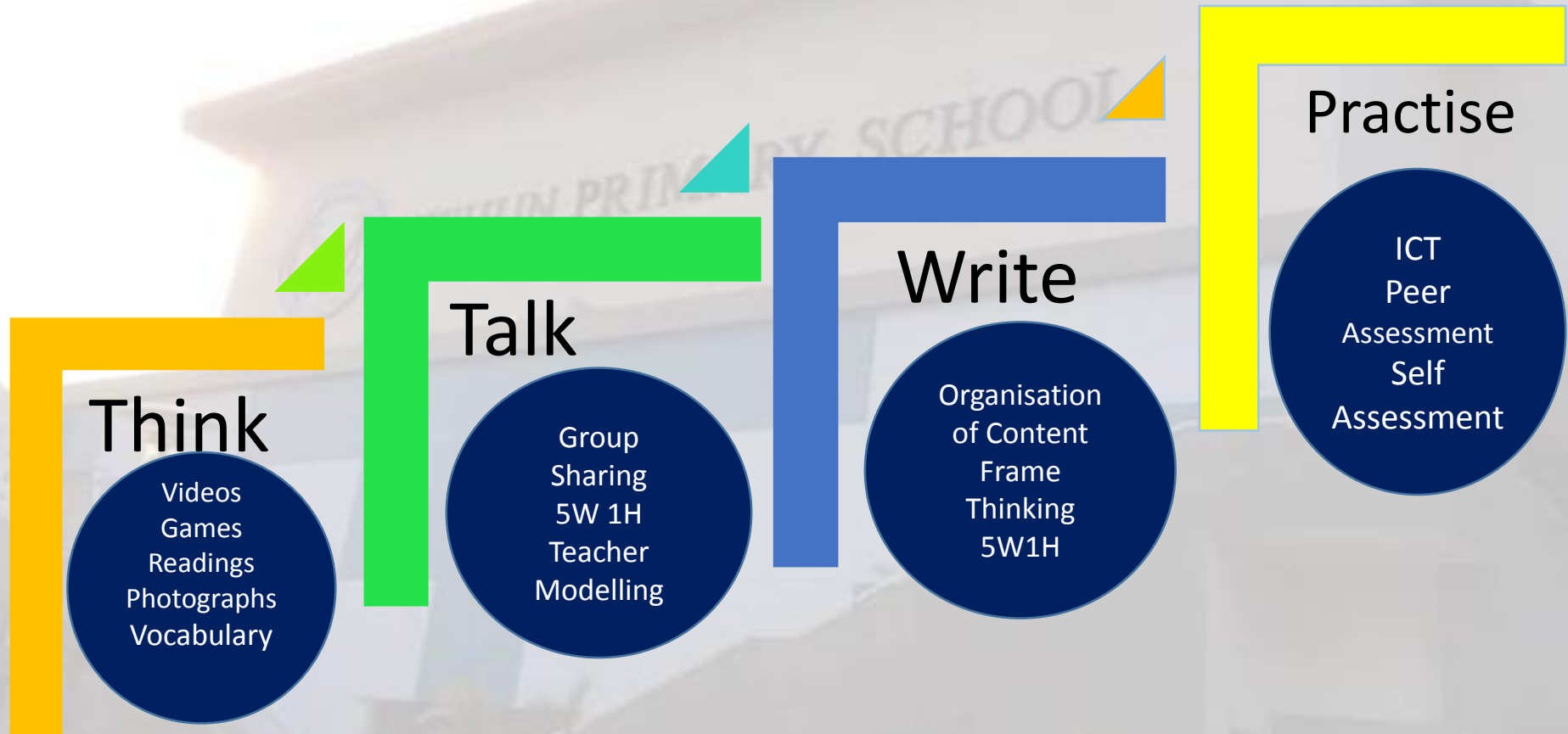
According to research :

- Pupils spend only 2% of their learning time engaging in academic talk.
- When trying to speak their thoughts, children often become clearer in their understanding of a topic.
- Pupils who participate in frequent conversations in the classroom have a positive impact on language development.
- Talk in the classroom facilitates pupils in uttering their thoughts to clarify their own thinking.





# Think-Talk-Write-Practise Approach



# The 'Think' Stage

- Graphic organisers, videos and photographs of a selected theme are used to assist pupils to think and organise their thinking about the theme.
- Explicit teaching of vocabulary for the theme is carried out.





# The 'Think' Stage

## Sample Activity from Lesson Plan - Topic : Occupations (P2)

### Key Quality 1: THINK

#### I. Tuning-In

Pupils in group of 4 will take turns to act out the occupations on the flash cards and the rest of the members will attempt to guess. Teacher will summarise the different types of occupations and elaborate on some that the pupils are not aware or familiar with.

#### II. Activity 1: Brainstorm!

Pupils in their groups will list out as many words as they can that are related to the occupation on the wordle templates that are given to them.

#### III. Coming together and Closure

Pupils will share some of their words or phrases with the class. Teacher goes through the targeted language features, words and phrases associated with the theme (those that were not mentioned by the pupils) and collate them on ppt which will be printed for everyone.



Red

When I grow up, I want to be...



knife

chef hat

pan  
taste  
spoon

pot  
canteen  
oven

Kitchen

...a chef.  
Spoon

cooks  
fork

pizza  
fish  
rice  
pan

chicken  
soup  
noodles

pizza

When I grow up, I want to be...



sherlyn  
sha Lun  
xavier  
Tabitha  
Dorcas

director

shoot  
picture

camera

video  
cinema

no  
screen  
shoot

sherlyn  
sha Lun  
xavier  
Tabitha  
Dorcas

movies  
photographer  
director

photographer

...a filmmaker.

I love you





# The 'Talk' Stage

- Teacher models 'talk' using 5W1H.
- Pupils come together in groups to engage in talk about the theme.
- Talking about their experience and sharing ideas are crucial in strengthening oral language skills and assist the children in organising language
- Pupils need 'exploratory talk' for academic learning. 'Exploratory talk' is described as talk resembling 'everyday' talk where it is spontaneous and not prepared.



# The 'Talk' Stage

Sample Activity from Lesson Plan - Topic : *Hobbies (P4)*

## Key Quality 2: TALK

### Tuning In

Pupils play a game of charade to get their classmates to guess a hobby.

### Activity 1: Let's DESCRIBE!

Teacher reads a description of a hobby. Teacher breaks down the description using the 5 W1H. Pupils learn the functions of 5W1H when describing a hobby.

Pupils are given another description of a hobby. Pupils identify the use of 5W1H.



# Describing My Hobby



# 5W1H

- **What / Which** is it?
- **Why** do you like it?
- **When** do you do it?
- **Where** do you carry out the activity?
- **Who** do you do the activity with?
- ***How** do you feel about the experience?*





# Tom's Hobby

Hi! My name is Tom. I am ten years old.

I live in Madrid. **(where)**

I like doing karate after school **(what)** because it is rewarding. **(why)**

During my lessons, I learn how to fight and defend myself. I can also protect the people I love. Karate helps me to keep fit and fight stress as well. **(why)**

In the summer vacation, I go with my friends from my karate club to a karate camp. **(when/what)** We learn karate and have a whale of a time together. **(what)**

Every year, there is a karate competition in Madrid. **(which)**

Last year, I went to the competition and won a gold medal. **(when)**

The only problem with karate is that you have to put in a lot of effort during practices **(how)** and you are always dog-tired. Fortunately, the benefits outweigh the cons. **(why)**



# Roberto's Hobby (Your Turn Now!)

Hi! I am Roberto. I am eleven years old. I come from Brazil.

I do not like sports very much and I am not very good at it.

However, I like music. My hobby is playing the guitar. I think the guitar is the greatest invention for mankind.

Sometimes, I play at concerts with my friends. We need team spirit when we play together.

I do have a problem with my big brother. He plays the guitar too and there is only one guitar in the house.

He does not want me to share the guitar with me.

He wants it all the time! It is a problem! Well, I guess we just need to learn how to compromise.

Last month, a famous rock singer came to Brazil and I went to the concert with my brother.

It was exhilarating!



# The 'Talk' Stage

Sample Activity from Lesson Plan - Topic : Hobbies

## Activity 2: Let's TALK!

With the help of the Power point slides from Lesson 1 with vocabulary words and phrases for different hobbies, pupils describe a hobby using the 5W1H graphic organiser.

Think-pair-share: Pupils talk about their hobbies after completing the 5W1H graphic organiser.

## Activity 3: Let's Give An Opinion

Teacher to go through the article ' Hobbies can teach kids valuable skills'. Teacher scaffolds the organiser of thoughts and ideas of the author.

Questions to be discussed:

Is it important to have a hobby? Why or why not?

How would you encourage your friend to pick up a hobby?

**Pupils to use the Hamburger Graphic Organiser to organise their thoughts to answer the questions which require an opinion.**



# The 'Write' Stage

- Pupils devote time to pen down their thoughts and experiences and this helps them organise their thinking.
- Pupils to write down their answers to the SBC prompts.



# The 'Write' Stage

Sample Activity from Lesson Plan - Topic : Hobbies

## Key Quality 3: WRITE

### Tuning In:

Teacher shows some of the graphic organisers completed by the pupils in the previous lessons. Pupils share their ideas and descriptions of their hobbies.

### Activity 1: Let's WRITE!

Teacher groups pupils into 2 groups according to the pupils' ability (high progress and middle progress).

Pupils are given the SBC questions and they write their answers to the questions with the help of the graphic organisers, vocabulary words and phrases. Pupils to write their answers into their journals.



# The 'Write' Stage

Sample Activity from Lesson Plan - Topic : Hobbies

## SAMPLE QUESTIONS :

### High Progress

- Look at the picture. Which hobby would you take up?  
Tell me why?
- What type of skills do you need for the hobby?
- Is it important to have a hobby? Why or why not?
- How would you encourage your friend to pick up a hobby?

### Middle progress pupils:

- Look at the picture. Which hobby would you take up? Tell me why?
- What type of skills do you need for the hobby?
- Do you have a hobby?
- Why do you like to do that activity?





# The 'Practise' Stage

- To ensure that pupils familiarize themselves with the skills and to assimilate them into their oral conversations with ease.
- Incorporates the use of technology.
- The pupils showcase what they have learnt through a website : [kaizena.com](http://kaizena.com) or iPads
- Pupils record their conversation after which their peers provide feedback.



# The 'Practise' Stage in Action

stop

B) Yes, I do have a hobby and it is painting. Because art is a magical thing and the bright colours make me feel more relaxed, calmer and at the same time, I feel happier. I like to paint buildings, buildings and nature. Although it can be messy at times, I feel more energised at the end of every painting session.

a) My hobby is painting. It makes me feel good and happy. There are many things to paint but I



# Self / Peer Assessment (Rubrics)

Criteria	Well done!	Keep it up!	Good effort!	Almost there!	Needs Improvement
<b>Personal Responses</b>	Gives personal responses which are well-developed.	Gives personal experiences which are developed.	Gives personal responses with little development.	Gives a few personal responses with hardly any development.	Gives almost no clear responses.
<b>Clarity of Expression</b>	Expresses oneself clearly and is confident.	Expresses oneself quite clearly.	Expresses oneself unclearly at times.	Expresses oneself unclearly at times with several inappropriate hesitations.	Has a number of long and awkward pauses and often gives single word responses
<b>Language Use</b>	Uses a range of good vocabulary and correct structures.	Uses mostly appropriate vocabulary and structures.	Uses some appropriate vocabulary and structures.	Uses inappropriate vocabulary and structures.	Uses vocabulary and structures which are difficult to understand.
<b>Ability to Engage Audience</b>	Able to engage audience very well.	Able to engage audience fairly well.	Able to engage audience reasonably well.	Attempts to engage audience, though not quite successful.	Is unable to engage audience.



## Findings from the Research Project :

- Pupils were more effective in producing ideas and organizing their thoughts.
- Pupils were flooded with ideas pertaining to the given themes through the use of magazines, pictures, PowerPoint slides, newspapers and articles.
- For the experimental group, there was a significant difference in test scores of pupils in the pre-test and post-test.



# Mastering Oral @YPS (Our Journey)

2015

- ELIS Research Project
- Prototyping and Piloting (P4)
- Review of Programme

2016

- Scaling-up to P3 and P5
- 5 units per level
- Review of Programme (Packaging of Resources)

2017

- Scaling up to P2
- Review of Programme (Assessment rubrics)





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## Thank you

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