Use speaking frames to embed speaking & listening skills development in TVET

This resource supports the development of level 1, stage 3 design capabilities.

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| Logo for Commonwealth of Learning (image including a book and a globe) | This resource was created by Commonwealth of Learning for the TVET Professional Development Toolkit for the Pacific |

# Introduction

This resource follows a three-step approach to embedding foundation skills in TVET teaching and learning.

1. Know the demands: examine the standard to find the foundation skills needed.
2. Know the learners: use diagnostic assessment to find learners’ existing skills.
3. Know what to do.

This resource supports you to develop tools to use in Step 3.

Speaking frames are a useful teaching strategy that support learners to develop their oral communication skills. You can adapt these activities to your context, based on the course demands and your learners’ needs. They might spark some other ideas for you to try.

If you’re not sure about any aspect of these, it can be useful to talk this through with an experienced trainer.

# What are speaking frames?

A speaking frame is a useful tool to learn standard questions and responses in common interactions. This activity can build help learners to build on their speaking and listening skills. It helps them to work out what they need to say in a conversation.

## Purpose

* Teach useful ways to interact in different contexts
* Teach gestures and other body language that help or hinder successful communication
* Learners work out what they bring to the conversation in terms of attitude and approach
* Learn what they can already say – and now need to say – scripting where necessary.

## Example

Read the following conversation between the delivery person and a customer.

| **Delivery person** | **Customer** |
| --- | --- |
| Hello. Did you order some pizzas? | Yes, I did. |
| Can you confirm for me what you ordered? | Two Hawaiian pizzas and one Meat Lovers. |
| Would you like a receipt? | Yes, please. |
| Thankyou. | Bye. |

# How to use speaking frames

1. Select a specific situation or interaction type.
2. Learners role-play the interactions.
3. Work on the whiteboard with students to develop the basics of the interaction (as above).
4. Note body language, attitude, tone, etc at different points in the interaction.
5. Add levels of complexity (such as when the customer doesn’t respond in the usual way).
6. Role-play again with the developed format.
7. Learners can write down the speaking frame and use it as a reference.

The students will learn during the process of developing the frame, by role-playing, and by referring back to a written version.

You may do the role play before or after the whiteboard analysis. This might depend on the confidence of your learners.

* You can also video learners’ role-plays and share with them. They can reflect on their interaction and find ways to strengthen their speaking and listening skills.

## Benefits of speaking frames

* This is a useful way to model familiar and unfamiliar speaking interactions
* It develops confidence and encourages clarity of expression
* It can provide opportunity to use technical vocabulary or specialised words and create glossaries or word lists relevant to context
* Helps learners understand meaning of specific expressions
* Models appropriate use of language and register

## Scenarios

Below are some suggested scenarios with speaking and listening demands.

### Everyday examples

* Greet customers
* Talk with work colleagues
* Talk and listen with an employer
* Report on daily progress
* Co-ordinate work with tradespeople

### Regular examples

* Order stock or resources from a supplier
* Discuss the progress of a project or task
* Listen to training or resource updates
* Participate in team meetings
* Give verbal instructions or updates

### Occasional examples

* Discuss problems or situations
* Discuss issues with suppliers involved in a job
* Answer questions with peers
* Talk to a range of people about training

# More complex speaking frames

In more complex interactions, it is useful to break the situation into three parts – beginning, middle and end.

It can also be useful to think more broadly than just the words spoken. For example, consider body language and attitude.

Often, workplace interactions are actually much longer and may require several steps. As such it can be useful to consider a ‘process’ rather than just an interaction.

The template on the next page can be a useful way to draw up a speaking frame with your learners.

# Further information

The following resources are from the University of Waikato.

* [Making and using speaking frames](https://ako.ac.nz/assets/Knowledge-centre/ALNACC-Resources/NCEA-Level-1-Literacy-and-Numeracy-Standards-Resources/TEACHING-AND-LEARNING-SEQUENCE-Making-and-Using-Speaking-Frames.pdf)
* Download a pdf document (377 kB).
* [Speaking frames: example teaching sequence](https://youtu.be/wmTtpVr5sEE?si=pbTpyzDuw36WaQZB)
* Watch a 6 minute video on YouTube.

# Speaking frames template

Edit this to suit your learners. You might start with something simpler and work toward this. The idea is to generate the initial text from a role-play and build upon it. The video listed above shows how to use this template.

|  |  |
| --- | --- |
| **Scenario** |  |

|  | **Process**  *What was the process that took place at the start, middle and end of the conversation?* | **Body Language**  *What type of body language was used by each of the role players?* | **What was said exactly?**  *Give some bullet points on key words or statements* | **What can be done in future?**  *Discuss what each role-player could do in future* |
| --- | --- | --- | --- | --- |
| **Start** |  |  |  |  |
| **Middle** |  |  |  |  |
| **End** |  |  |  |  |