

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

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



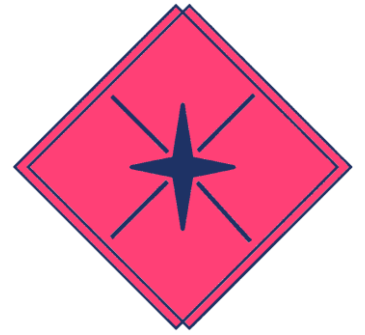
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Introduction

- 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?

Overview

- A speaking frame is a useful tool to help 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.

The purpose of speaking frames

- 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.

Speaking frames – 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 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 and discuss 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.

Notes

- 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

Speaking frames:

- are a useful way to model familiar and unfamiliar speaking interactions
- develop confidence and encourages clarity of expression
- provide opportunity to:
 - use technical vocabulary or specialised words
 - create glossaries or word lists relevant to context.
- help learners to understand the meaning of specific expressions
- model appropriate use of language and register.

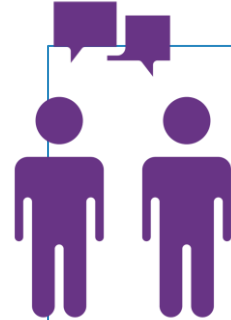


Scenarios for using speaking frames



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:
 1. beginning
 2. middle
 3. end.
- Think more broadly than just the words spoken, such as:
 - body language
 - gesture
 - facial expression.
- Workplace interactions are often much longer and may need several steps.
 - Think about a 'process' rather than just an interaction.
- Use the template from the TVET Toolkit to draw up a speaking frame with your learners.



Further learning resources on speaking frames



TVET Toolkit resource

- [Speaking frames - template](#)

University of Waikato: National Centre of Literacy & Numeracy for Adults (download the pdf)

- [Making and using speaking frames](#)

Ako Aotearoa: YouTube video (6 minutes)

- [Speaking frames: example teaching sequence](#)