Using Show-and-tell to develop children’s listening and speaking skills

Pui Ching Primary School (Kindergarten)
At school

- English language activities are mainly conducted by native English teachers.
- Class teachers revise the learning materials with the children.
Children’s English Language Exposure

At home

• Children are provided with extra English learning resources from home such as a good collection of English books.
• Most parents hire English-speaking domestic helpers.
• Most parents, especially K3 provide children with private tutorial or activities in English after school.
Children’s English Language Skills

• Most children have good listening and speaking skills.
• They are able to understand and follow the activities conducted in English.
• Most children respond to the teacher in single words or short phrases.
• Some children can express themselves and give reasons in English.
Case background

• The school joined the SCOLAR ‘Quality English Language Education at Pre-primary Level’ Project during the 2009/10 and 2010/11 school years.
• The project teachers learned different strategies to conduct English language activities.
• One K3 project teacher decided to implement show-and-tell in her class in the second year.
What is Show-and-tell?

• Show-and-tell is a whole-class sharing activity in which one learner after another gets up, takes the centre stage, and talks about something of his or her own choice – often some objects brought from home.

(CDC 2004, p. 145)
What is Show-and-tell?

- Other learners are expected to listen quietly and not to interrupt.
- They are also encouraged to ask questions about the objects which the speaker is discussing.

(CDC 2004, p. 145)
Why Implement Show-and-tell in the Classroom?

According to the *Guide to the Pre-primary Curriculum* (CDC 2006, p. 30),

• Children should be enabled to listen to and simple understand conversations in everyday life;

• Teachers should provide children with opportunities to listen to and speak in English through conversations.
Why Implement Show-and-tell in the Classroom?

• To **build on** children’s listening and speaking skills and **further develop** them.

• To **develop** children’s **interest** in learning English through making use of vocabulary that interests them.
The Two Ways to Implement Show-and-tell

• Doing show-and-tell in English activity time (as an extended activity of Shared Reading)

• Establishing show-and-tell as a routine
# Road Map of Doing Show-and-tell (2010/11)

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**Observe and identify individual differences** | **Provide more support for the less able children** | Encourage more able children to say more
Establishing Show-and-tell as a Routine: Preparation Stage

• Preparing the children
  – In October 2010, children started doing show-and-tell in their mother-tongue.
  – Every day a child prepared a news item and talked about it in front of his/her classmates.
Establishing Show-and-tell as a Routine: Preparation Stage

• Preparing the parents
  – In November 2010, a note was given to parents:
    • Explaining to them that the class would do show-and-tell as a routine in the coming months
    • Asking parents to help their children choose the item for the show-and-tell activity
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Doing Show-and-tell in English Activity Time
(as an Extended Activity of Shared Reading) (1)

• Story book for November: Rain
• Show-and-tell activity: Children drew a picture of a rainy day. They described to their classmates what the rain fell on.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (2)

• **Story book** for December: *Spiders, Spiders, Everywhere*

• Show-and-tell activity: Children *made a spider*. Then showed it to their friends and talked about them.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (3)

• **Story book** for January: *People Say Hello*
• Show-and-tell activity: Children *brought pictures they took on a trip* with their families. They showed the pictures to their classmates and *talked* about the pictures and the places they visited.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading)(3)

English corner: People Say Hello
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (4)

• Story book for February: *What’s in My Pocket?*

• Show-and-tell activity: A child brought and put an object in a box. The other children could not see the object. The child described the object to their classmates who guessed what it was.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading)(4)

Children described their objects to their friends during free-play time.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (5)

• Story book for March & April: *The Dream*

• Show-and-tell activity: Children *drew a picture of their dream*. They *told* their classmates of their dream with the support of the picture. Other children were encouraged to *ask questions.*
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (6)

• **Story book** for May: *Celebrating Mother’s Day*

• Show-and-tell activity: Children talked about how they spent Mother’s Day with their mother. Other children were encouraged to ask questions.
Doing Show-and-tell in English Activity Time (as an Extended activity of Shared Reading) (7)

- **Story book** for June: *What Would You Like?*
- Show-and-tell activity: In small groups, children *shared with their friends* what they liked in their sandwich. The other children would *ask questions.*
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Establishing Show-and-tell as a Routine: Implementation stage

• Show-and-tell time was allocated at the beginning of the day’s activities each day.

• In turn, two children each brought an object from home and talked about it in front of the class.

• The children were reminded the day before their turn.
Establishing Show-and-tell as a Routine: Implementation Stage

• 3 to 5 minutes per child
• Encourage other children to ask the presenting child questions.
• Place the objects in the English corner after the show-and-tell activity so that children would continue to share with their friends during free-play time.
The English Corner
Teacher’s Reflection(1)

- Children’s listening and speaking skills were further developed.
- Children showed more interest to use English.
- More interaction between students in English was observed.
Teacher’s Reflection(2)

• Show-and-tell provides **ample opportunities for children to listen to and speak in English.**

• Children’s listening and speaking abilities are better than expected.

• It is a good decision to start doing show-and-tell in the children’s mother tongue.
Officer’s Observation
(About the Children)

• Children have become more confident of speaking English in front of their classmates.
• Children did not always have the language, but they tried their best to express themselves.
• Children made an effort to understand what their friends were talking about.
• Some more able children tried to ask questions.
Officer’s Observation (About the Teacher)

- The teacher learned how to prompt the children and give language input.
- The teacher found the tryout a rewarding experience.
Officer’s Observation (About the Plan)

• The road map was well-planned to take into consideration of children’s language and cognitive development.
• The road map was realistic and systematic.
Officer’s Observation  
(About the Plan)

• The stories shared read provided the children with language input.
• The pre-show-and-tell tasks, e.g. drawing, art-and-craft work, gave children the language input and prepared them to speak more.
The Way Forward

• To implement show-and-tell as a routine in 2011/12 school year.
• To adopt show-and-tell as extended activities for other English language activities, if appropriate.
Thank you!