# Communication skills

## Speaking frame templates

### Content and alignment

The ability to clearly and confidently communicate with others is essential in all spheres of society.  Poor communication skills limit learners' opportunities to develop positive relationships, take advantage of employment opportunities, and engage in society more generally.  Unfortunately, many learners find verbal communication to be very challenging for a range of reasons.  These may include: speaking English as a second language; becoming overwhelmed by anxiety; or not knowing the communication conventions of various groups.  Speaking frames are a useful tool to help develop these skills.

### Intent

The intent of this resource is to provide tutors with ideas and starting points for developing speaking frames.  Speaking frames are most effective when developed in response to a particular situational demand and in conjunction *with* the learner.  In other words, they are best developed when a learner has a direct need to which the speaking frame can be directly targeted.  The speaking frames below provide a template for these.

### Use of speaking frames

Speaking frames are best developed in conjunction with the learner.  This can be achieved by discussing the situation in which the frame will be used, and deciding on the most appropriate information to include and the phrases to use. An example of this process can be seen in the resource below:



Core Skills: Using speaking frames

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# Progress

Once the frame and script have been developed, the learner can begin to use the frame in practice situations.  Classroom set-ups work well because the learner must speak to the group, and hence learn to cope with nerves, but is also in a familiar environment in which positive feedback can be given.

Using the example of an introduction script, the learner's progress can be measured as a transition from dependence on the script to independence.

**dependence**

**independence**

| Transitioning from dependent to independent | |
| --- | --- |
| 1 | Reading directly from the script to the class. |
| 2 | Looking up at the class (and away from the frame) for moments at a time while reading the script. |
| 3 | Memorising specific lines from the script, and saying these while making eye contact with members of the class, and then returning to the script. |
| 4 | Memorising and speaking the entire script without looking at the script. |
| 5 | Giving the entire introduction without reading or referring to the script. |

# Speaking frames

| Formal introduction | |
| --- | --- |
| **Sequence** | **Script** |
| **Greeting** | |
| **First name** | |
| **Family name** | |
| **Where I come from** | |
| **The company I represent** | |
| **Purpose** | |

## Formal introduction

| Sequence | Script |
|---|---|
| Greeting | Hello |
| First name | My name is Derek Halliday |
| Family name | |
| Where I come from | I live in Taupo and ... |
| The company I Represent | I work for the Warehouse |
| Purpose | I'm really looking forward to learning some new ways to work with customers and getting to know you. |

| Casual introduction | |
|---|---|
| **Sequence** | **Script** |

| | |
|---|---|
| **Greeting** | Hi, |
| **First name** | I'm Derek Halliday |
| **Family name** | |
| **A link to a common point of reference** | I work with Sarah at the Warehouse. |
| | |
| **Question** | What do you do? |

| |
|---|
| **Pepeha** |
| |

| Sequence | Script |
|---|---|
| **Name** | Ko _____ ahau |
| **Canoe** | Ko _____ taku waka |
| **Mountain** | Ko _____ taku maunga |
| **River/Lake** | Ko _____ awa/moana |
| **Tribe** | Ko _____ te Iwi |

See page 25 of the Teaching Adults to Listen and Speak to Communicate resource book for further information.

**Speaking frame for a speech**

| | |
|---|---|
| **Introduction** | State topic and main point.  List supporting points. |
| **Body** | Supporting point one. |
| | Supporting point two. |
| | Supporting point three. |
| **Conclusion** | Summarise main points.  Call to action. |

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