How to teach speaking

Workbook
Your reflective journal
and additional learning
resources

How to teach
speaking

Forward

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the go reflection, do what works for you. We hope you and your learners find it beneficial.

Happy learning.

The British Council open learning team.

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Module 1: Understanding speaking – key terms and issues

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Your learning goals Your course

Develop your understanding of speaking skills and explore teaching techniques and activities which promote oral communication in the classroom for a range of ages and levels.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live online community events. You'll find practical support and encouragement from course tutors and other members of the _British Council courses for teachers global learning community_ as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

Your goals and reasons for learning

Why are you taking this course? What do you want to be able to do?

Your learning tools

Online learning modules

After gaining confidence using your online learning platform and exploring effective learning strategies in the introductory Getting started module, you'll work through three further modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, you will find a blend of theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat activities until you feel ready to move on. Return and review them as often as you like before the end of your course.

Learn how to access the online learning modules by visiting your course's page at https://www.teachingenglish.org.uk/training.

Courses for teachers community

Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. You'll gain access to a wide selection of additional learning resources, you'll also have the opportunity to engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in the Guides section.
Find the community at https://www.facebook.com/groups/coursesforteachers

Live events

Attend live community events and webinars led by expert educators. These sessions are focused on different aspects of your course and provide you with an opportunity to seek answers to your questions - and share your own expertise and insights with other community members. Recordings of all live sessions are available on-demand. For more details, check the Events section on your online course platform.

Workbook
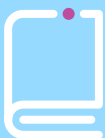
Use this workbook to keep a record of useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the live events. You can save a version online or print the workbook - or both.

Module 1
Understanding speaking – key terms and issues

Overview

This module clarifies key terms and issues relating to the teaching of speaking, helping you select and adapt communicative learning activities. You will:

1. consider how to get your learners using 'real speaking', not just complete grammar tasks

2. use different activities to provide a balance between accuracy and fluency

3. evaluate a range of speaking activities

4. modify activities to make them more effective in developing oral communication skills.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
Authentic speaking in the elementary classroom	Read
Definition of fluency	Read
Definition of accuracy	Read
Going beyond accuracy vs fluency (MET article)	Read
Study – the impact of studying abroad on oral fluency	Read
TBL and PBL – two learner-centred approaches	Read
Using student-generated questions to promote deeper thinking (Edutopia article)	Read
Fluency activities for lower levels	Use
Fluency activities for higher levels	Use
Accuracy and fluency	Watch
Developing students' fluency in language learning – a simple idea	Watch
Get them talking	Watch
Pronunciation skills with Adrian Underhill	Watch
Teaching speaking - Unit 9: Fluency	Watch
Teacher talk - Encouraging speaking	Watch

Your learning

This is a space to record ideas from the course. You may have lots to write in some sections, less in others. The important thing though is to note some ideas that may be useful for you and your learners.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 2
Understanding speaking – maximising interaction

Overview

This module introduces a range of techniques and activities which get learners speaking in the classroom. Explore the benefits of pair and group work and learn to adapt tasks to maximise interaction. You will:

1. consider the importance of using pairs and groups in your classroom

2. distinguish between oral activities which practise grammar and oral activities which are communicative

3. adapt reading tasks to make them more communicative.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
20 ways to get a noisy classroom's attention (Teachthought article)	Read
25 ways of randomly placing students into pairs or groups (OUP blog)	Read
Find the gap – increasing speaking in class	Read
Five factors for successful speaking practice (Cambridge blog)	Read
Learning circles	Read
Making reading communicative	Read
Maximising speaking opportunities in online classes	Read
On Speaking: learner-centered content (Cambridge blog)	Read
Ten creative ways to group students in the classroom (Classcraft blog)	Read
Breaking News English	Use
Communication games	Use
Improvisations	Use
Lesson plan – Four hats for discussion	Use
Nine Strategies for Getting More Students to Talk (Edutopia article)	Use
Shivani Gupta – Making group discussions come to life	Watch

Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the *British Council courses for teachers* learning community.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 3
Understanding language practice activities

Overview

This module explores a range of language practice activities and how they can be adapted for different ages and levels. You will:

1. identify the skills and/or language that different activities practise

2. learn to adapt activities according to the age, level and the needs of your learners

3. consider lesson and activity aims

4. explain your choices of practice activities when lesson planning.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
Core activities for using the chart to integrate pronunciation	Read
How to teach young learners to become great speakers (Cambridge blog)	Read
Kids and speaking	Read
Personalised speaking	Read
Successful speaking activities (FutureLearn article)	Read
Teaching speaking skills 1	Read
Teaching speaking skills 2 - overcoming classroom problems	Read
Getting the whole class talking - ideas for teeange leaners	Use
Lesson plan – a conversation about school	Use
Motivating speaking activities for primary learners	Use
Motivating speaking activities for lower-level secondary students	Use
Warmers and fillers	Use
Mini characters – a speaking activity for primary learners	Watch
Speaking practice in the primary classroom	Watch
Teaching speaking - Unit 6: Activities	Watch

Your learning

Note any ideas you found particularly interesting and might like to bring into your classroom. Why not share them with other members of the *British Council courses for teachers* learning community?

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might you face when making this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and check your plan now and then.

In the next two weeks, I am going to...

Over the next two months, I'm going to...

Before the end of the school year, I'm going to...

Next school year, I want to...

What do you want to learn about next? Explore our [framework for teacher knowledge and skills](#) for inspiration, support and materials.

Well done - you've made it to the end of the course! We hope you've found it useful, and will join us on another very soon. Learn more about free teacher training courses with the British Council at:

https://www.teachingenglish.org.uk/training