BRITISH COUNCIL

TeachingEnglish

# TeachingEnglish: How to teach speaking

## Workbook

## Your reflective journal and additional resources

# Foreword

Welcome to the workbook for TeachingEnglish: How to teach speaking. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from TeachingEnglish: How to teach speaking:

In this course, you'll 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.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

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# What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 85,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

## Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.

You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

## Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

## Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

## Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

# How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.

Gibbs' Reflective Cycle

Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

| | | |
|---|---|---|
| Description | What did I expect to happen?<br>What actually happened?<br>What was the result? | Description |
| Feeling | How did I feel before, during and after?<br>How did my learners feel about what happened? | Feeling |
| Evaluation | What went well and what didn't?<br>How do I know what worked or didn't work? | Evaluation |
| Analysis | Why did things turn out this way?<br>What could help me understand the situation better? | Analysis |
| Conclusion | What did I learn?<br>What could I have done differently?<br>What skills or knowledge do I need to improve? | Conclusion |
| Action plan | What will I do next time?<br>What support or resources will I need?<br>When will I take action? | Action plan |

# Module one: Understanding speaking – key terms and issues

## Overview

The aim of this module is to explore key terms and issues in the teaching of speaking. You'll look at how to evaluate and modify activities in terms of communicative quality, and consider how to get your learners using 'real speaking', not just completing grammar tasks.

## Can you now ...?

- ☐ recognise issues related to accuracy and fluency in speaking practice?
- ☐ distinguish between oral activities which practise grammar and oral activities which are communicative?
- ☐ evaluate a range of speaking activities?
- ☐ modify activities so they develop oral communication skills more effectively?

Show how confident you feel now about developing learners' speaking skills by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider the development of learners' speaking skills. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? Which aspects of speaking do your learners need to improve? What skills or knowledge might they need?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

| Time (mins) | Type | Resource description (tap/click to open) |
|---|---|---|
| 10 | Read | Article: Authentic speaking in the elementary classroom |
| 10 | Read | Article: Developing speaking skills with young learners |
| 10 | Read | Article: Five factors for successful speaking |
| 10 | Read | Article: Teaching speaking online |
| 15 | Read | Article: Monitoring speaking |
| 15 | Read | Article: What effective speaking is |
| 20 | Read | Article: Ensuring your class is communicative |
| 20 | Read | Article: Going beyond fluency and accuracy |
| 20 | Read | Article: Speaking skills for the real world |
| 20 | Read | Article: Teaching speaking with large classes |
| 30 | Listen | Podcast: Do I need to sound like a native speaker? |
| 60 | Watch | Webinar: Embedding pronunciation in your lesson |
| 180 | Watch | Webinars: Multilingual matters |

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you develop and apply your understanding of speaking skills.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

# Module two: Understanding speaking – maximising interaction

## Overview

The aim of this module is to introduce you to a range of techniques and activities which promote speaking in your classroom. You'll look at the benefits of pair and group work and adapt tasks to maximise learner interaction.

## Can you now ...?

- ☐ recognise the benefits of pair and group work in maximising learner interaction?
- ☐ distinguish between oral activities which practise grammar and oral activities which are communicative?
- ☐ adapt reading tasks to make them more communicative?

Show how confident you feel now about maximising interaction by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider learner interaction during lessons. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can your learners interact more effectively? What skills or knowledge might they need?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

| Time (mins) | Type | Resource description (tap/click to open) |
|---|---|---|
| 10 | Read | Article: Increasing speaking in class |
| 10 | Read | Article: Maximising speaking in online lessons |
| 10 | Use | Activites: Using prompts and speaking aids |
| 10 | Use | Activities: Interactive listening and speaking |
| 10 | Use | Lesson plan (50 minutes): Four hats discussion |
| 10 | Use | Lesson plan (60 minutes): Planning a night out |
| 15 | Read | Article: Using learning circles to help speaking |
| 15 | Use | Activities: Lower level small group speaking |
| 60 | Watch | Webinar: Effective group dicussions |
| 60 | Watch | Webinar: Speaking in the primary classroom |
| 180 | Watch | Webinars: Pronunciation in our classrooms |
| 180 | Watch | Webinars: Teaching the four skills |

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you maximise interaction in your classroom.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

# Module three: Understanding language practice activities

## Overview

The aim of this module is to explore and evaluate a range of practice activities. The module also looks at flexible activities that can be adapted for different ages and levels. You have the opportunity to select appropriate activities which match with lesson aims, and justify your choices.

## Can you now ...?

- ☐ consider the purpose of different practice activities?
- ☐ address some common concerns about practice activities?
- ☐ use songs, stories and mobile phones in a variety of ways for classroom language practice?
- ☐ choose language practice activities which correspond to your lesson aims and learners' needs?

Show how confident you feel now selecting and preparing language practice activities by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Very confident

Consider language practice activities. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What language practice activities are useful for your learners?

## Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

| Time (mins) | Type | Resource description (tap/click to open) |
|---|---|---|
| 10 | Use | Activites: Fluency activities for lower levels |
| 10 | Use | Activities: Fluency activities for higher levels |
| 10 | Use | Activities: Motivating activities for primary learners |
| 10 | Use | Activity: Doctors and patients |
| 10 | Use | Activties: Getting the whole class talking |
| 10 | Use | Lesson plan (45 minutes): Spending committee |
| 20 | Read | Article: Evaluating speaking |
| 20 | Read | Article: Personalised speaking |
| 120 | Use | Activities: Communication games |
| 180 | Watch | Webinars: Creating lessons that work |
| 180 | Watch | Webinars: Planning activities and lessons |

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help with language practice activities.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

# What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **S**pecific (What exactly do you want to achieve?)
- **M**easurable (How will you know if it happened and the difference it made?)
- **A**chievable (Is it challenging but possible?)
- **R**elevant (Does it help you and your learners?)
- **T**imebound (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

# What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...

In future I will ... I will develop the skills and knowledge I need by ...

# What can you do next?

Well done, you've made it to the end of the course! We hope you've found it useful and you'll join us on another very soon.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 85,000+ members. You can also:

Join another free TeachingEnglish training course.

Connect with course tutors and 85,000+ teachers around the world in our Courses for teachers community on Facebook.

Explore our framework for teacher knowledge and skills for inspiration, support and materials.

Access TeachingEnglish webinars for teachers and teacher educators.

Listen to TeachingEnglish podcasts for teachers.

Find out what else is happening on TeachingEnglish.