

1 Introduction – Trainer Notes

OVERVIEW	<p>DVD content Programme 1 is an introduction to the content of the whole Teaching Speaking series and contains clips from the other 8 programmes in the series.</p> <p>Materials content The materials ask participants to think about the challenges for both teachers and learners in teaching/learning spoken English.</p>										
KEY CONCEPTS	<p>Accuracy and Fluency</p> <div style="border: 1px solid black; padding: 5px;"> <p>Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary.</p> </div> <p>One of the aims of this session is to help participants see the differences between accuracy and fluency and to understand why each is important. Participants are asked to think about the problems for their students. Are they problems with accuracy or fluency – or both?</p>										
PLAN SUMMARY	<p>Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Warmer</td> <td><i>'Getting to know you' activity.</i></td> </tr> <tr> <td>1 Before you watch</td> <td><i>Reflection – problems for students. Prediction.</i></td> </tr> <tr> <td>2 Watch</td> <td><i>Checking predictions/gist comprehension.</i></td> </tr> <tr> <td>3 Watch again</td> <td><i>Grouping/listening for specific information.</i></td> </tr> <tr> <td>4 Analysis & Reflection</td> <td><i>Reflection on the advice given in the programme.</i></td> </tr> </table>	Warmer	<i>'Getting to know you' activity.</i>	1 Before you watch	<i>Reflection – problems for students. Prediction.</i>	2 Watch	<i>Checking predictions/gist comprehension.</i>	3 Watch again	<i>Grouping/listening for specific information.</i>	4 Analysis & Reflection	<i>Reflection on the advice given in the programme.</i>
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Procedure

Warmer	
<p>(optional)</p> <ul style="list-style-type: none"> Give each participant a blank piece of paper. Participants work alone while you dictate instructions. Dictate the following instructions. Allow people time to write their answers. <ul style="list-style-type: none"> <i>In the middle of the paper, write your name.</i> <i>In the top left hand corner, write the name of the school you work in.</i> <i>In the top right hand corner, write how long you've been a teacher.</i> <i>In the bottom left hand corner, write one thing you like about being a teacher.</i> <i>In the bottom right hand corner write one thing you don't like about being a teacher.</i> When you have given all the instructions and the participants have written their answers, ask them to get up and mingle to compare their answers and meet the other participants. Allow 5-10 minutes for this. Ask participants to sit down again and have a quick feedback as a group. You could ask questions like 'Who has been teaching the longest?' 	

1 Before you watch

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch.
- Ask participants to look at the first questions in the workbook
*How do you teach your students to **speak** English?
What things make it difficult to learn to speak English well?*
- Ask the group for answers to the first question. People might be quite nervous of speaking up at this stage. If discussion does develop, make sure the focus is on teaching students to *speak* English.
- Ask for one or two answers to the second question to help raise ideas for pair/group discussion. Some possible answers are:
pronunciation difficulties
lack of exposure to authentic English
- Ask participants to work in pairs/small groups to discuss the questions (remind them to discuss *both* questions in the section) and make notes. Monitor the discussion for interesting points to talk about with the whole group. Allow enough time.
- Feedback with the whole group – what ideas came up in more than one group? Any ideas for solutions to these problems? Write the points people mention on the whiteboard.

2 Watch

- Look at the list of challenges you wrote on the whiteboard in the last activity. Ask participants:
Are these challenges for English teachers only in [your country] or are they challenges for teachers everywhere?
- Now watch Programme 1 all the way through.

When the Programme finishes ask participants to work in pairs to say what they saw then feedback as a group. Look at the list on the board – were any of the things they talked about mentioned?

3 Watch again

- Look at the exercise in the Watch Again section. This is a fairly simple grouping activity to help prepare for the following section.
- Watch the Programme, ask participants to check their answers in pairs.
- You could ask participants if they particularly agree or disagree with any of the teachers' comments.

4 Analysis & Reflection

- Give participants time to read section 4 alone. There's quite a lot of text so make sure everyone has enough time.
- When they have finished reading, ask participants to work in pairs to talk about their reactions to the reading using the questions in the section (Which pieces of advice do you find most interesting and why?) as a guide.
- After the participants have talked in pairs, feedback as a whole group to see what concerns the whole group has.
- Encourage them to fill in the final section and to return to it later.