



Academic Ardmore

Tips on Teaching Speaking

When students come to Ardmore we aim to maximize their speaking opportunities and thereby increase their *autonomous language* use by making sure that the following conditions are met in each and every class.

1. **Productivity.** Our speaking activities are maximally language productive, linking with excursion topics via lessons, task sheets and quizzes.
2. **Purposefulness.** Our speaking activities have clear outcomes, students often work in pairs and groups to activate language in classwork and via projects.
3. **Interactivity.** Our classroom and extramural activities require learners to take into account the effect they are having on their audience. Wherever they are, talking is the priority; asking questions and listening to answers – interacting with teachers, activity leaders and on occasion the general public.
4. **Challenge.** Ardmore classroom speaking tasks challenge the learner and encourage them to draw on language they have learned but perhaps not acquired.. not used colloquially; then students gain a sense of achievement and excitement.
5. **Safety.** We provide a supportive non-judgemental attitude to error on the part of the teacher allows the learner to meet challenges in a safe environment.
6. **Authenticity.** At Ardmore we aim to give as much authentic ‘real-life’ language use as possible. Through the project lesson students use newspaper and other media sources to encourage language that mirrors communication outside the classroom, extending their ability and autonomy.

Ideas from Scott Thornbury, How to Teach Speaking, p 90/91