

Building confidence: Teaching speaking and listening skills to beginner-level English language learners

In everyday communication, it's estimated that we spend 45% of the time listening, and 30% of the time speaking. Yet, teaching these skills in the English as an additional language classroom can be challenging, especially when we are working with beginner-level learners. Teachers may find it a challenge to access resources that meet their students' needs, and some beginner-level students may be understandably anxious about speaking in a new language. In this 40 minute workshop, I'll give a brief overview of some of the cognitive and metacognitive processes that we go through as speakers and listeners. I'll also share some resources and research-informed guidelines that I've found helpful for planning and teaching speaking and listening skills. Finally, we will take a look at an example from my own planning as an idea of how we can bring the theory into practice.

But let's also make it relevant to *your* classroom - we will have around 15 minutes at the end of the session to share ideas that have worked for you, resources you've found helpful, and ideas for encouraging students to practise their English speaking skills outside the classroom. Please come prepared with some links or ideas to share. I'm looking forward to sharing a zoom and a virtual cuppa with you!

Note: While this session will suit teachers of beginner-level learners in both the school and adult education sectors, to get the most out of it I'd suggest bringing along some examples or resources from your own teaching context to share and discuss.

BIO

Skye Playsted is a Brisbane-based wife, mother, teacher, academic tutor and distance PhD candidate at the University of Wollongong, Australia. For the past 25 years, she has taught in primary and high schools, federally-funded English teaching programs and in a university English academic program. She has also worked with some wonderful volunteer English teachers and assistants at a community-based refugee support organisation. Her current role involves researching teacher professional learning and TESOL, with a focus on pronunciation teaching with beginner adult English as an additional language learners. Skye regularly presents at teaching and research seminars, and writes, reviews and edits for teaching and academic journals.

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