

Summary of key messages about listening and speaking

- Help your learners to understand and use appropriate language for different audiences and purposes (for example at lunchtime with friends compared with discussing a class topic in the classroom).
- Focus on teaching academic oral language (Cognitive Academic Language Proficiency: CALP), as students will pick up social English (Basic Interpersonal Communication Skills: BICS) more easily.
- Notice how oral language challenges learners in different ways from written language (for example there is generally no opportunity to listen again to a speaker, but with a written text learners can re-read it).
- Think about the factors that influence each learner's oral language proficiency. These include:
 - The content of and teaching approaches used in previous English language instruction (if any)
 - The age at which your learner began learning English
 - Their level of confidence in speaking English, especially risk-taking
- Remember that your learners will generally understand more than they can say - their receptive language (making meaning/listening) will be more advanced than their productive language (creating meaning/speaking).
- Encourage your learners to continue to speak in their home language(s) as this will help them to think deeply and learn English more effectively.

English language learners need to be supported to make conscious decisions about language use so that they are 'active' learners and are able to move between their languages as appropriate.