

## TEACHER-TESTED, STUDENT-APPROVED

Used by tens of thousands of learners in mono-lingual and multi-lingual situations since its initial development in the mid nineteen-nineties, SpeakYourMind is an original teaching programme that proves reliable, effective and popular with a wide range of learners, specifically in situations where they have limited lesson-time and self-study time, little or no exposure to authentic language outside class, and possibly little affinity with 'study'.

*"SpeakYourMind is learning-focused but is not traditional 'book and board' instruction.*

*SpeakYourMind is speaking-based but is not simply 'conversation': learning to communicate is the aim but it is primarily the consequence of what happens in the classroom."*

SpeakYourMind is speaking-based. Most people's priority is to 'speak English' and SpeakYourMind presents and practices language orally, the lesson procedure being based on a guided conversation which places specific words or structures in accessible, relevant and meaningful contexts. While speaking comes foremost, reading and writing skills are an integrated part of the course. Student Books provide clear and comprehensive explanations of vocabulary and grammar, as well as reading samples and dialogues that give learners easy access to comprehensible language in a wide range of contexts and styles.

### SPEAKYOURMIND:

- Emphasises oral proficiency.
- Is consistently effective with adults and teenagers.
- Is effective at beginner, elementary, intermediate and advanced levels.
- Is widely accessible and appealing to learners.
- Normally reduces learning-time considerably



*"Some people want to study English.  
Most people want to learn to speak it.  
That's why there's SpeakYourMind."*

SpeakYourMind Network:  
Brazil, Czech Republic, Italy, Japan, Poland, Russia, Slovakia,  
Spain, USA,

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*Simply  
Speaking*

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SpeakYourMind approaches learning as a single on-going 'process' rather than a series of separate 'episodes' and achieves long-term learning rather than temporary classroom results. 'Use it or lose it' is a common catchphrase in language teaching but SpeakYourMind really puts this idea into practice. New language is given a clear and compact introduction. This initial contact simply starts the learning process – a process that will carry on as learners use the new language in a variety of new contexts over time, both through in-built Review and the on-going re-cycling that is woven into the teaching material throughout the course. Learning is not a neat regular process, but these multiple encounters with words and structures over time, in an increasingly wide range of situations and associations, get the memory really working.

***"Some learners may benefit from grammatical instruction but all learners benefit from regular and relevant exposure and use."***

SpeakYourMind recognises the importance of motivation in successful learning and the part that 'enjoying' lessons, as well as 'approving' of the method, plays in this. The underlying principles and straightforward lesson procedure comply to most learners' own intuition, making the course easily accessible to a broad spectrum of learners. The pacy of the lesson, the high level of involvement, the personal nature of student-teacher interaction, along with a strong sense of making progress, combine to provide a solid basis for its appeal.



## THE DESIGN

"Most people who decide to learn a language will have an idea of what they want to learn but they are less likely to know how best to go about it." A well-designed syllabus provides a path towards achieving the kind of genuine autonomy that learners will need in order to cope with their real needs outside the classroom. With SpeakYourMind learner language grows – a single lesson will not teach students 'how to talk about their job', or 'talk about future plans' (an unrealistic aim in the first place) but will add words and structures that will blend themselves into learners' existing pool of language, and increase, over time, their ability to communicate 'more' and 'better' in an expanding range of situations and topics.

***"Simplicity is a good thing – it's something we want in the things that we use and in the things we do – and if learning with SpeakYourMind comes across as 'simple' that is to its credit."***

The overall design of content with regular re-cycling of language and cross-reference develops awareness of interconnectedness of language which, in turn, enhances learners' sense of personal learning: they see how what they are learning fits into a pattern.

## THE LESSON

Rather than create situations from which new language may emerge, the teacher introduces 'language' and then summons up a series of accessible conversational contexts that are used as the basis of teacher-student and student-student interaction. The questions that make up this guided dialogue have a dual role – genuine enquiries which provoke real answers, and also focussed 'language-learning' opportunities. Most learners are likely to be more interested in 'ordering a coffee' than, for example 'the indefinite article' (even though they know it's important) so the content is designed to raise and maintain student engagement and to trigger natural spontaneous interaction.

***"Learners like to feel that what they get wrong today, they will get right at some time in the future, and they recognise the importance that correction plays in this process of 'improvement'."***

It's a language-rich lesson – the teacher manoeuvres the dialogue through a wide variety of topics and contexts and can draw in a wide range of vocabulary and grammar each lesson – especially valuable where learning-time is limited or when students have little exposure to English outside class.

The guided dialogue constitutes the core activity of the lesson, typically making up 70%-80% of lesson-time, and is the platform for developing listening skills, fluency and accuracy – teachers can shift the pace and focus to best suit each situation.

The design of the material assures that lessons are always accessible, yet at the same time can push at the edges of learners' knowledge and skills. In the classroom the intuition and response-ability of the teacher will play the balance between learners' sense of reward from what they can now do well, and the challenge of learning more, which contributes so much towards their sense of achievement and motivation.