

Final Assignment – Guidelines and Outline
TESOL Listening or Speaking Lesson Plan Presentation
Week 15 (June 9th) & Week 16 (June 16th)

Assignment Overview

In the final two weeks of the course, each teacher will present a **5–10 minute presentation** of their **listening or speaking lesson plan**. This is an opportunity to share your lesson plan with peers, demonstrate your understanding of lesson structure, and showcase your practical teaching ideas.

Assignment Goals

- Clearly explain the purpose and steps of your lesson.
- Demonstrate how the lesson supports listening or speaking skill development.
- Show and explain sample materials and activities.
- Use visuals (slides, images, examples) to support your explanation.

Presentation Format

- **Length:** 5–10 minutes (less than 10 minutes preferred due to time)
- **Slides:** Max **10 slides** (about 1 slide per step of the lesson)
- **Content:** Use clear, simple language. Focus on explaining, not reading your plan.
- **Visuals:** Include materials from your lesson (e.g., worksheets, audio prompts, pictures, task instructions).

Presentation Style – Not a Teaching Demo

- This is a presentation and explanation of your lesson, not a live teaching demonstration.
- You are presenting to peers, not to students.
- Use presentation-style language such as:
 - “In this stage, students will...”
 - “This activity gives students a chance to practice...”
 - “I chose this material because...”
- You do **not** need to act out the lesson or speak as if teaching students.
- However, feel free to show examples of materials you would use *as if* preparing to teach them (e.g., show a worksheet, a slide, or an audio clip).

Use of TESOL Concepts (Optional but Encouraged)

- You are encouraged to refer to relevant TESOL terms or teaching principles from the course.
- Examples include:
 - **Scaffolding/Modeling**
 - **Student talking time (STT) vs. teacher talking time (TTT)**
 - **Activate schema**
 - **Task-based learning**
 - **Top-down vs. bottom-up processing** (for listening)
 - **Bloom's Taxonomy**
 - **Multiple Intelligences**
 - **Others**
- Using this language shows your understanding of course content and how theory connects to practice.

Audio and Video – Brief Use Allowed

- If your lesson includes a listening activity, it may help to play a short audio or video clip (1–2 minutes) to help the audience understand what the students would hear.
- Keep clips brief and purposeful – just enough to give context.
- If showing a video or audio prompt isn't possible, you can instead:
 - Read a short excerpt from the transcript or storybook
 - Show a screenshot or script on your slide