



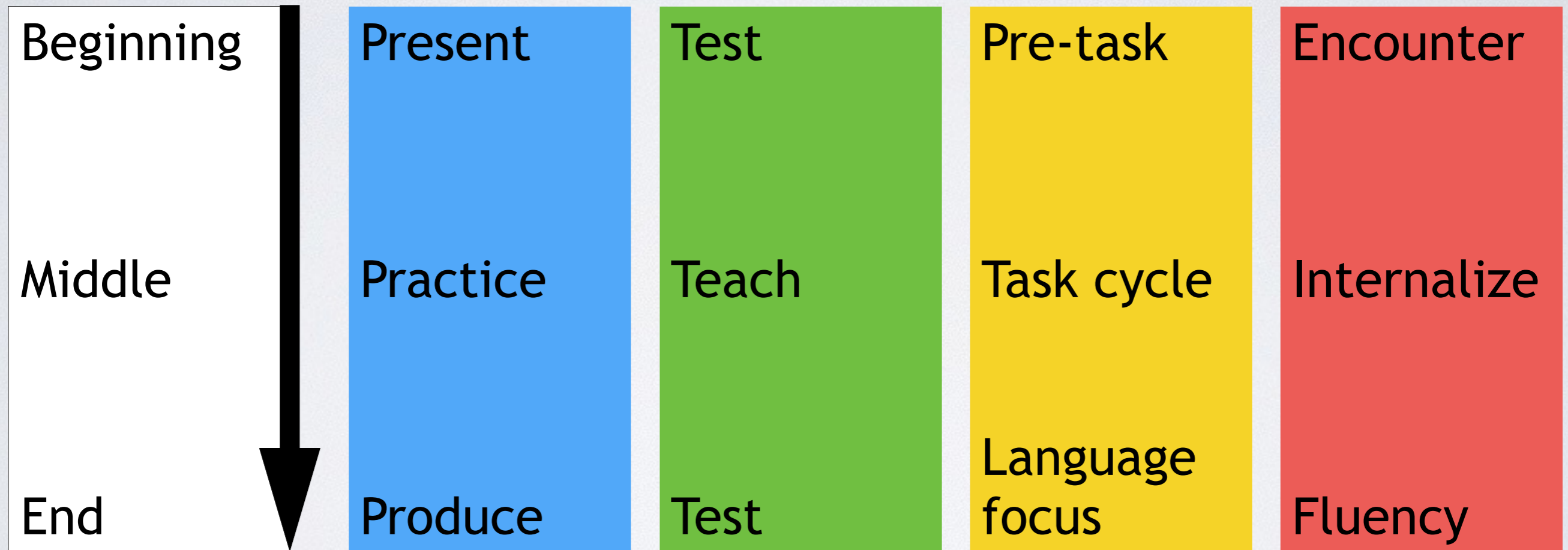
GSTESOL YL Listening + Speaking

Today's class

- Review
- Homework (collect your activity plans)
- Analyzing L&S materials
- Target language & Organizing speaking lessons
- Homework



Lesson planning frameworks for speaking skills



There isn't a right or a wrong framework for lesson planning. It depends on your teaching style, your students' age and goals, and the content of the lesson.



E-I-F Framework for speaking lessons

E = Encounter

The target language is 'encountered' in an activity focused on meaning.

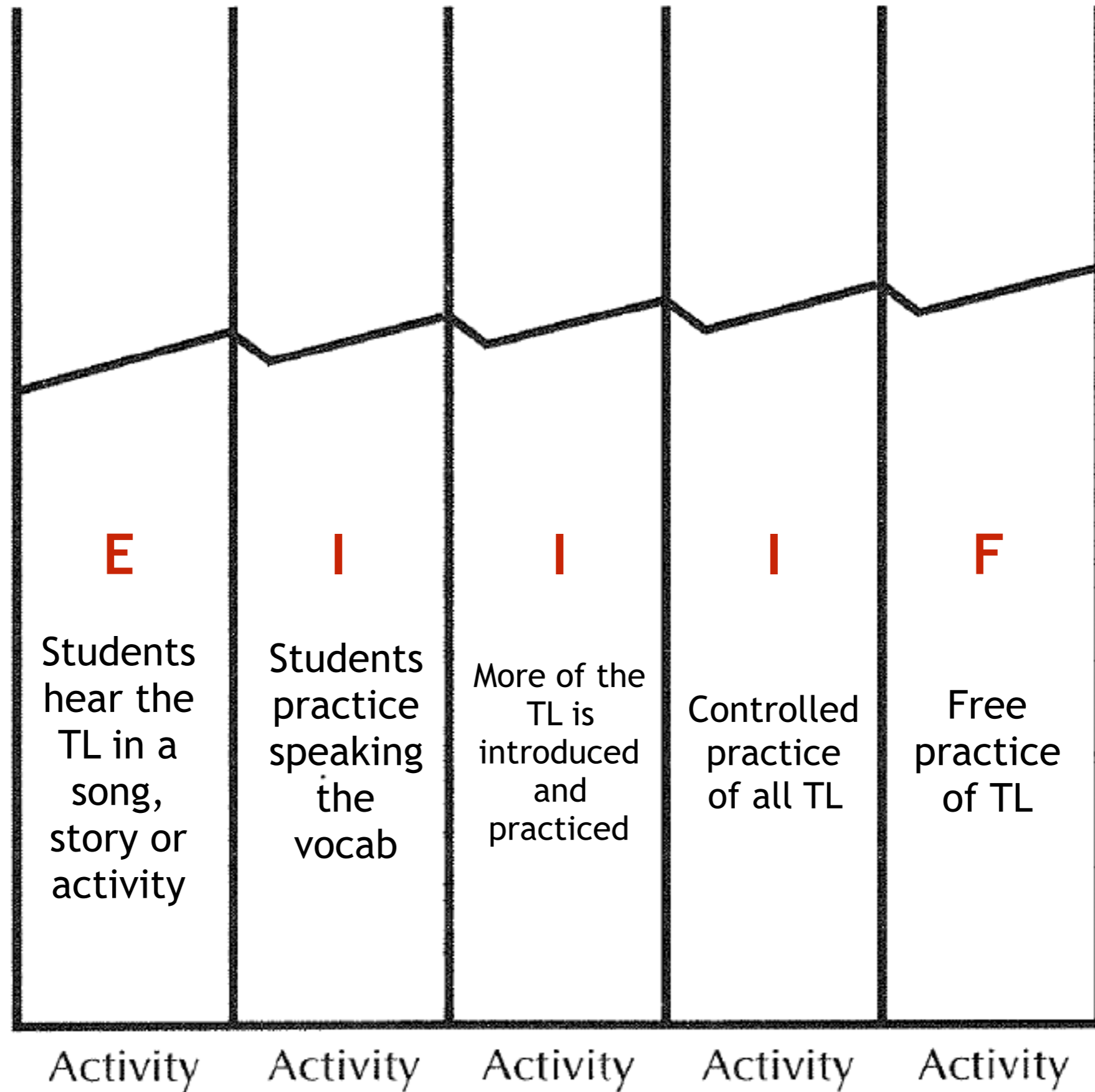
I = Internalize

The target language is practiced in a systematic and scaffolded sequence.

F = Fluency

The target language is practiced in a communicative activity.

Emotional involvement



A Basket of Activities



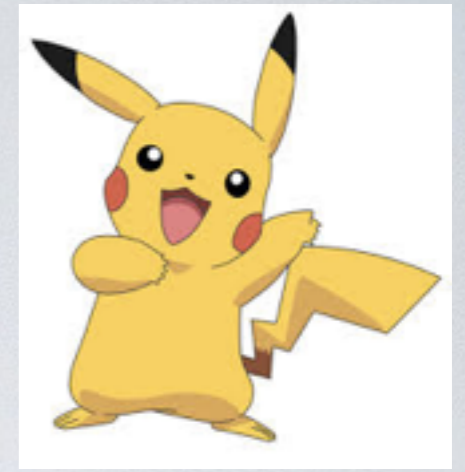
Teachers should have a ‘basket’ of activity ideas to keep lessons entertaining, varied and dynamic.

Ideas for using flashcards: <https://www.youtube.com/watch?v=X9KebTgfLJI>

We will discuss more games and techniques next week.

Starting a lesson

Tip: Use cartoon characters!



What is he doing?
He's climbing.
(example target language)

What does she like?
She likes fish.
(example target language)

Starting a lesson



What TL can we teach and practice with pop stars?

Talk with your partner.

Starting a lesson

Personalize

Contextualize

sea animals

Christmas

university

job interview

...your ideas



Homework:

I will collect your finished Listening Activity Route Maps.

Please put the Activity Route Map and copies of your materials in an envelope with the names of your groups members written on it.



Task: Analyzing Listening & Speaking Materials

Discuss the materials in terms of:

- Target language (vocabulary + expressions)
- Multiple intelligences & Bloom's Taxonomy
- How to practice language skills (listening & speaking)
- Where in the lesson would they fit?
- Steps before and after using the materials
- Supplementary materials needed before and after to scaffold or extend the lesson

Organizing Speaking Lessons

Encounter

1. Get Ss interest
2. Set the context
3. Ss hear the TL with a focus on meaning and a task

Internalize

4. Teach/practice the vocabulary
5. Check Ss understand the vocabulary (assess their understanding)
6. Expand the TL with more controlled practice
7. Expand the TL and move towards free practice (no scaffolding and support)

Fluency

8. Speaking activity
9. Grammar focused activities

Organizing Target Language

Example:

“How old are you?” “I’m 8 years old.”

Order:

1. numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. statement: I’m _ years old
3. question: How old are you?

Encounter stage:

- Birthday song with a teddy bear (contextualize)
- ‘Puppet’ show (encounter the TL)

Internalize:

- Board game to practice “I’m _ years old”
- Guessing game with cartoon characters.

Fluency

- Ss design their birthday cake
- Class survey of ages

Encounter stage:

- Birthday song with a teddy bear (contextualize)
- 'Puppet' show (encounter the TL)



Internalize:

- Board game to practice “I’m _ years old”
- Guessing game with cartoon characters.



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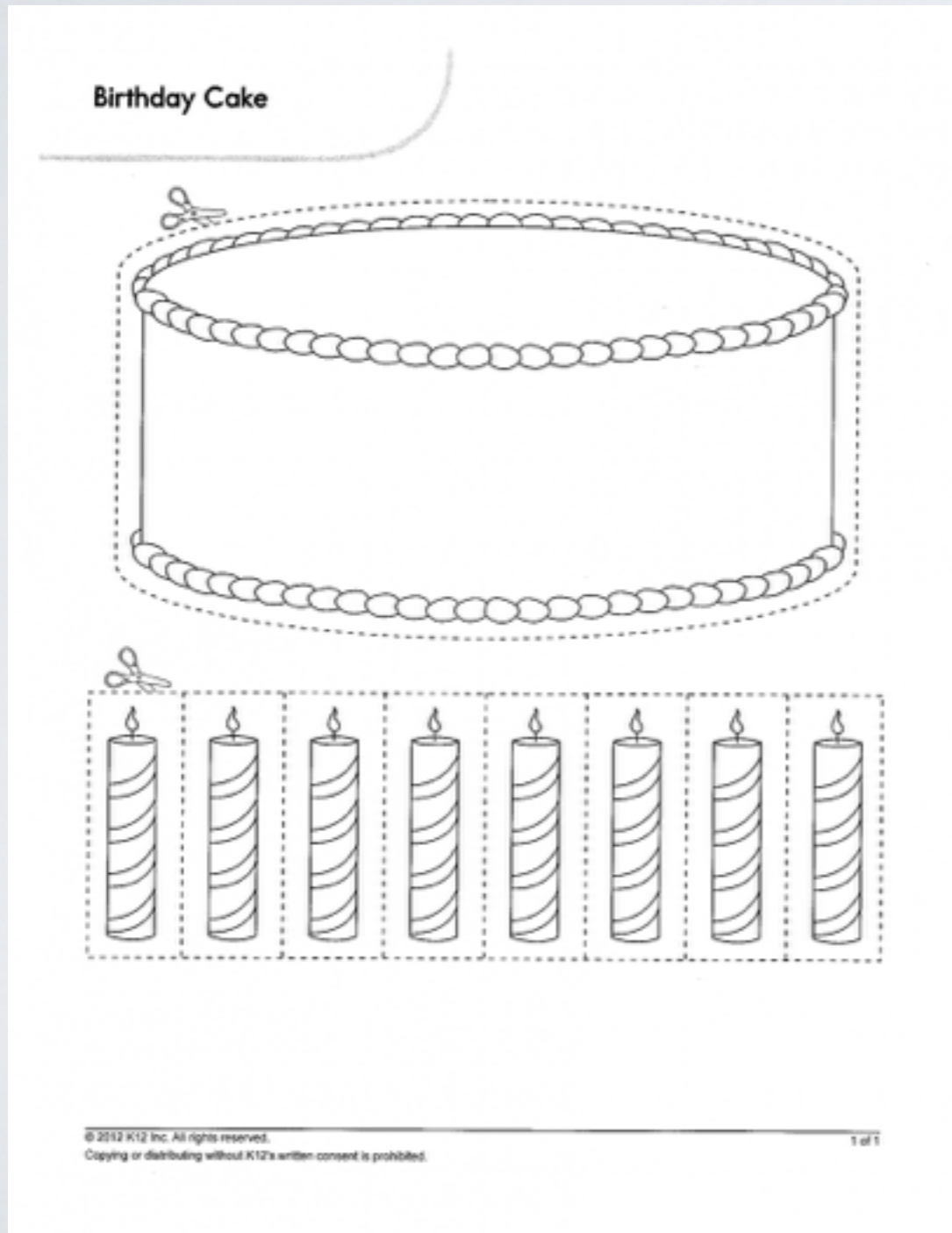
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Fluency

- Ss design their birthday cake
- Class survey of ages



Class survey:
“How old are you?”
“I’m 6 years old.”

Homework task:

Create a lesson plan + materials for a 30~40 minute speaking lesson. The age, context, and target language is your choice.

The blank template is available from my site & Edmodo.

Suggested order of planning:

1. choose the age and context you want to teach
2. choose suitable target language
3. design a speaking activity
4. create steps that scaffold towards the speaking activity
5. think of an interesting way to start the lesson
6. find or create materials to fit the lesson steps
7. fill in detailed instructions on your lesson plan

Bring a copy of your plan next week to discuss.

Completed plan + materials due Tuesday 17 May.