



Teaching English Speaking

Today's class

- Introduction activity
- Introduction to the course, syllabus and website
- About next class

- Please call me 'Edward' or just 'teacher'!

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Icebreakers



An 'icebreaker' is an activity, game, or task that is used to warm up the conversation among learners and help them to introduce themselves.

Remembering names

Name Chain game

'English Edward',
'Pirate Peter'.....



Course Description

This course focuses on the teaching of EFL speaking skills. Participants will learn about communicative language teaching, creating objectives, lesson planning, and scaffolding speaking skills. By the end of the course, participants will have an understanding of general concepts and how they are applied in practical situations.

The task-based language teaching (TBLT) approach will provide the general framework for the course with several classes covering related topics. Towards the middle of the course, the course content will turn to creating objectives and lesson planning in order to scaffold participants to create their own detailed lesson plan informed by frameworks related to TBLT and scaffolding speaking skills. The final section of the course will include workshops on lesson planning and presentations of students' final lesson plans with discussions and feedback about how the lesson plans are organized.

Textbooks

PDF files will be provided of several chapters from:

“Task-Based Language Teaching” by David Nunan (Cambridge University Press, 2004)

Reading homework

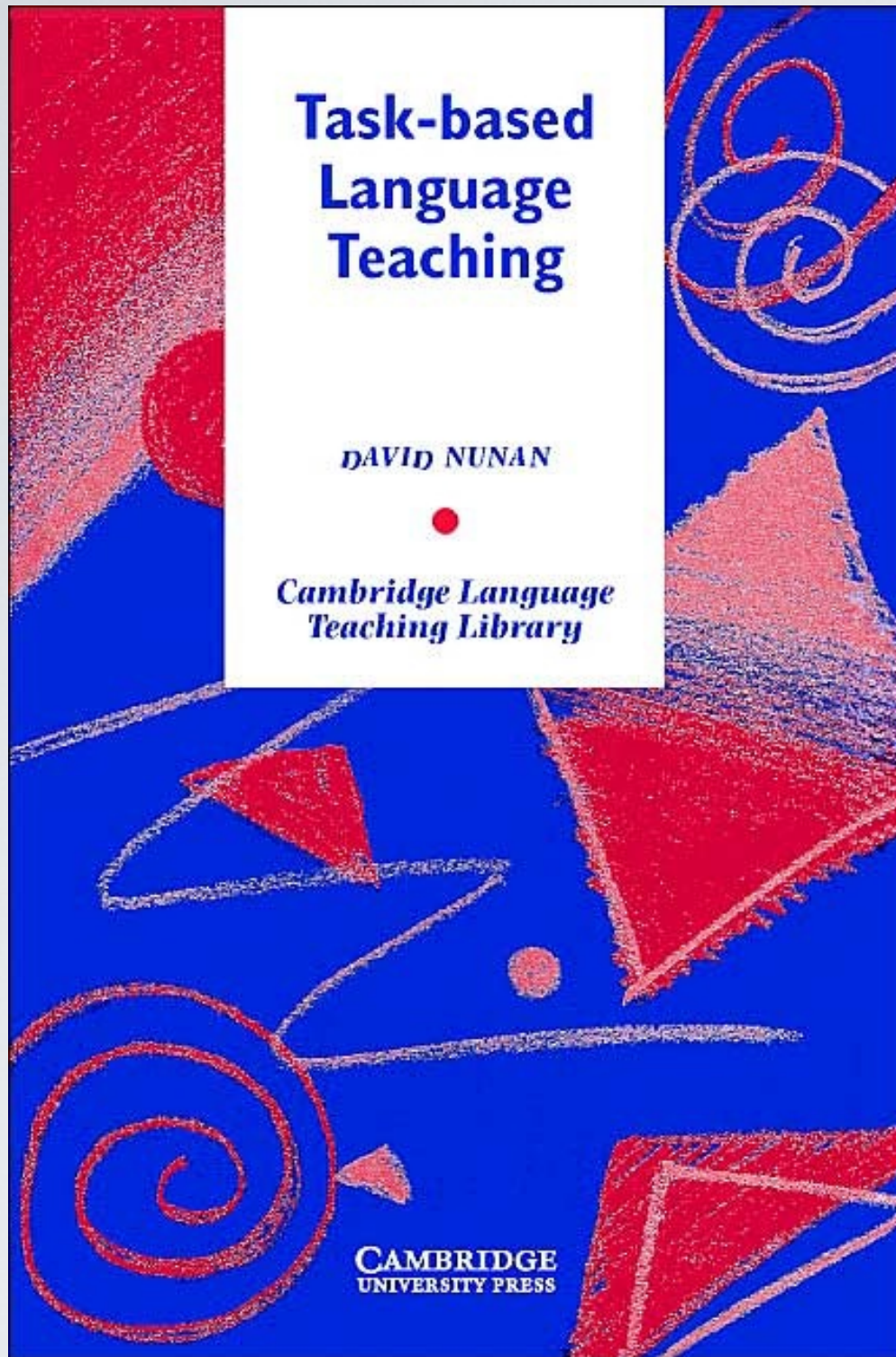
For the first section of the course there will be readings with questions to answer. The first reading homework is due in Week 3. Bring your answers to class for classroom discussion.

Manner of Lecturing

The course will include lectures, discussions, presentations, demonstrations, and activities.

Attendance and Participation

Out of respect for your classmates and me, please come to every class on time and participate actively. Regular lateness or absence from the course will affect your final grade. Unless notification is given of exceptional circumstances, being absent four times will result in failure of the course.



The readings for this course are mainly taken from this book. PDF files will be provided for the relevant chapters on my website.

Assignments & Assessment

Final assessment will be based upon:

1. Reading homework assignments (30%)
2. Scaffolded speaking lesson plan and materials (30%)
3. Scaffolded speaking lesson plan presentation (30%)
4. Attendance and participation (10%)

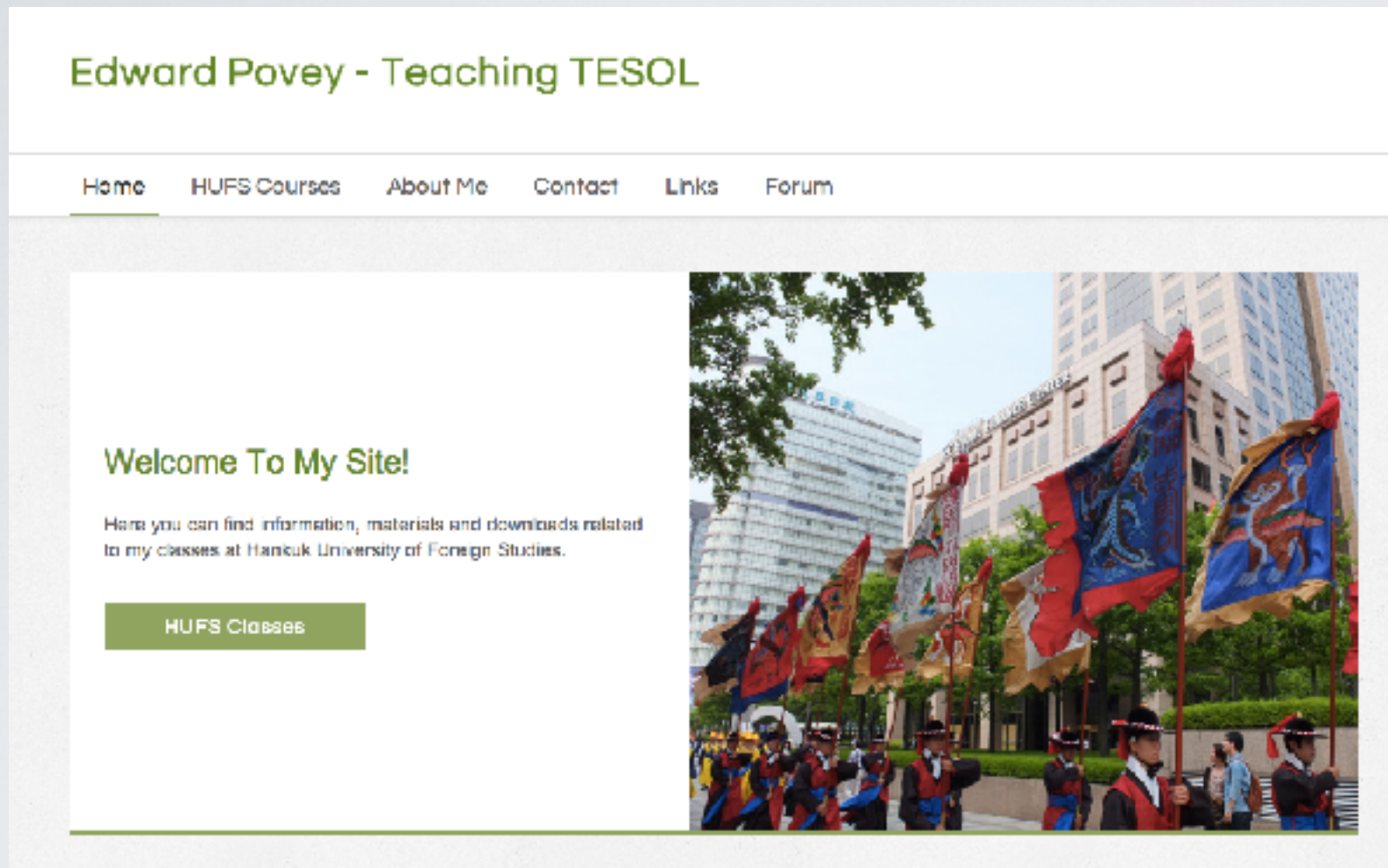
96%-100% A+ / 90%-95% A / 85%-89% B+ / 80%-84% B / >79% C/F

Weekly Schedule

This schedule is tentative and may change due to national holidays, class size, and other factors.

1st	Introduction week
2nd	Example speaking lesson for Task-Based Language Teaching (TBLT)
3rd	What is TBLT?
4th	A framework for TBLT
5th	Task components: goals, input, procedures
6th	Task components: task types and roles
7th	Students learning objectives
8th	Objective creation workshop
9th	A scaffolded speaking framework for lesson planning
10th	Example lessons following the scaffolded speaking framework
11th	Workshop for lesson planning + lesson plan due date
12th	Workshop for lesson plan feedback
13th	Student scaffolded speaking lesson presentations
14th	Student scaffolded speaking lesson presentations
15th	Student scaffolded speaking lesson presentations
16th	Review week

My website:
www.edwardtesol.com



Go here for course information and materials downloads
HUFS Courses > GSE English Grammar

Spend 10 minutes looking through the website, especially the TESOL and Links menus. Find something interesting to report to the group.

Reading Homework

- due Week 3 (Thursday 17 September)

1 What is task-based language teaching?

Introduction and overview

The concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment. It underpins several significant research agendas, and it has influenced educational policy-making in both ESL and EFL settings.

Pedagogically, task-based language teaching has strengthened the following principles and practices:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom.

In this chapter, I will map out the terrain for the rest of the book. I will firstly define 'task' and illustrate the ways in which it will be used. I will then relate it to communicative language teaching and set it within a broader curriculum framework, as well as spelling out the assumptions about pedagogy drawn on by the concept. In the final part of the chapter I will look at the impact of the concept on the learner, on one hand, and on institutional policy and practice on the other.

Defining 'task'

Before doing anything else, I need to define the central concept behind this book. In doing so, I will draw a basic distinction between what I will call real-world or target tasks, and pedagogical tasks: target tasks, as the name implies, refer to uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom.

Chapter 1 from “Task-based Language Teaching”

The reading will be available on my site and we will discuss the reading assignment in next week's class.

Next class: Example speaking lessons & activities