



Teaching English Speaking

Today's class

- Review
 - Modeling and scaffolding
 - Example lesson
 - Reading homework
 - Homework
- Please call me 'Edward' or just 'teacher'!
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Star Game Icebreaker



1. Brainstorm a list of topics we might discuss when we meet someone the first time.

e.g. food, music, education

2. Brainstorm a list of questions related to those topics.

e.g. “Where did you go to school?”

“What was the last concert that you went to?”

3. Star game



Questions

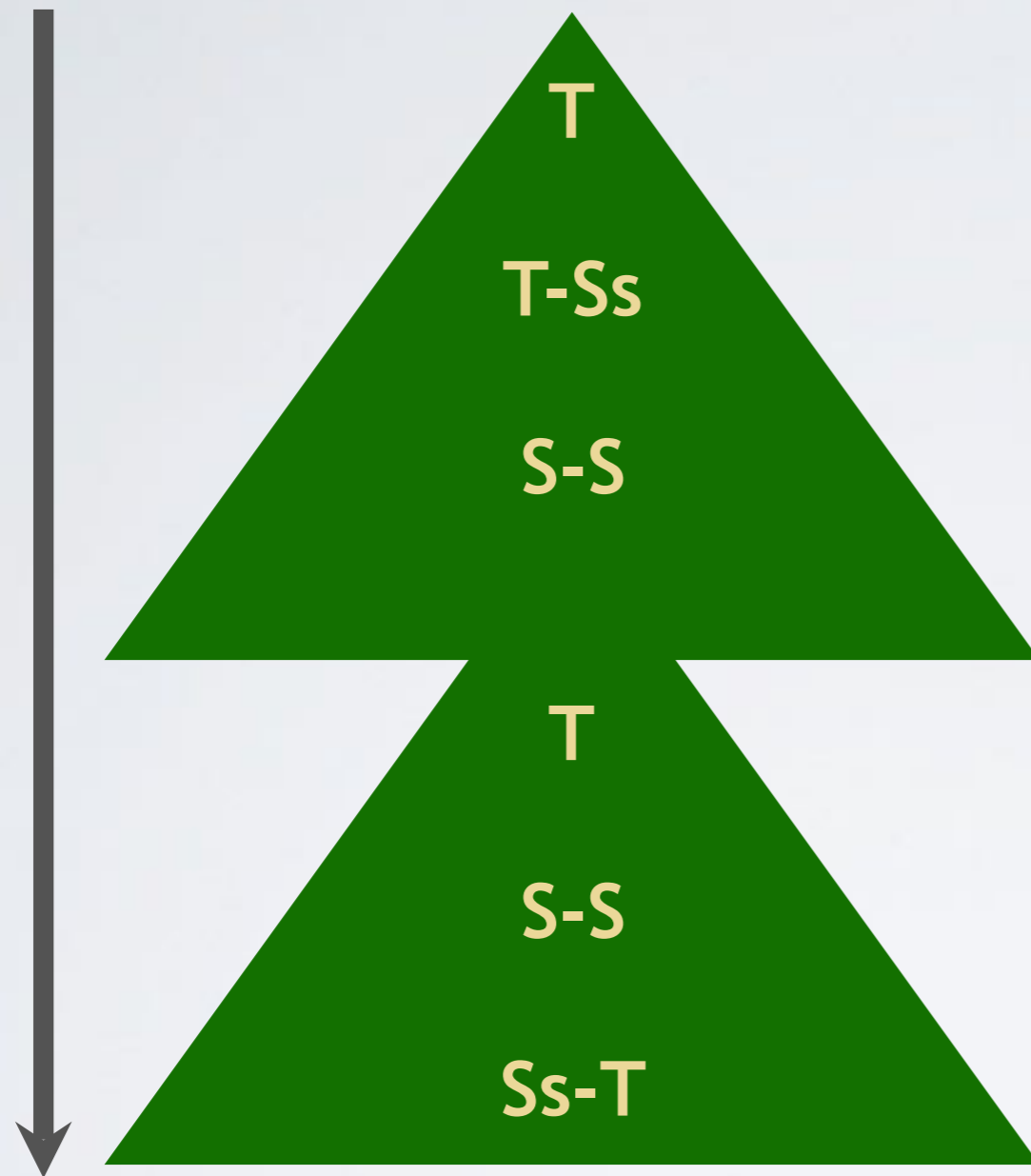
“Modeling” means to “show”.

What do teachers need to model when they are teaching in the classroom?

“Scaffolding” is the support that we give to students.

What kind of support can we provide for learners?

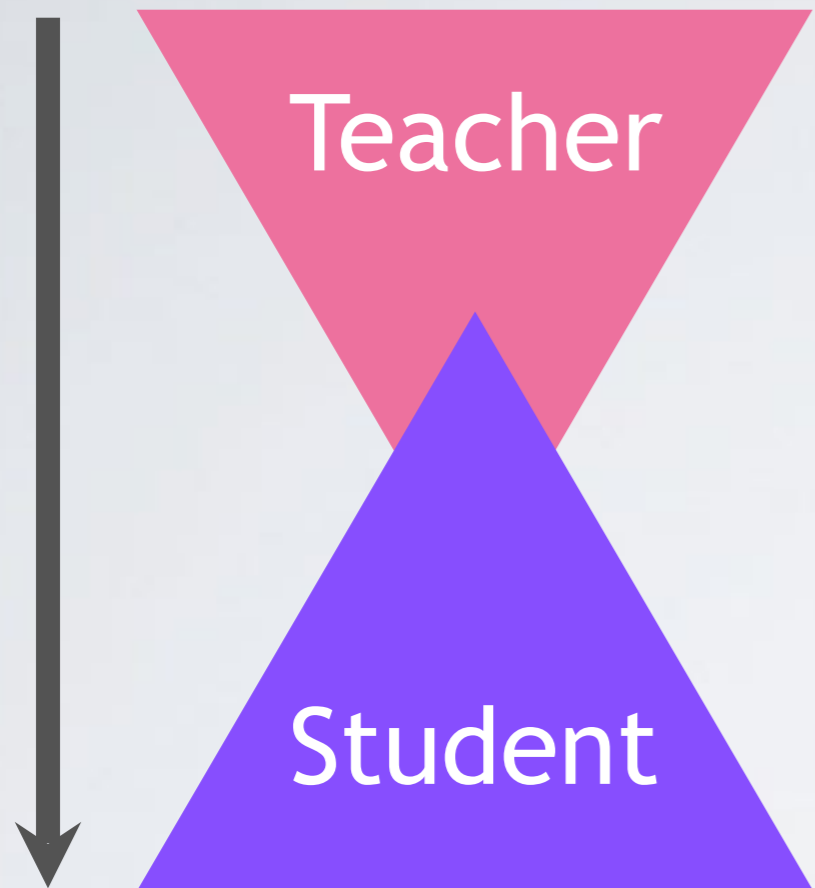
Task sequencing. Example: **Star Game**



1. T explains
2. T models activity with Ss
3. students do the activity
4. T introduces Stage 2
5. students practice/prepare
6. students report to class

What does the triangle shape represent?

Responsibility



The key to **student-centered** teaching is getting the students involved.

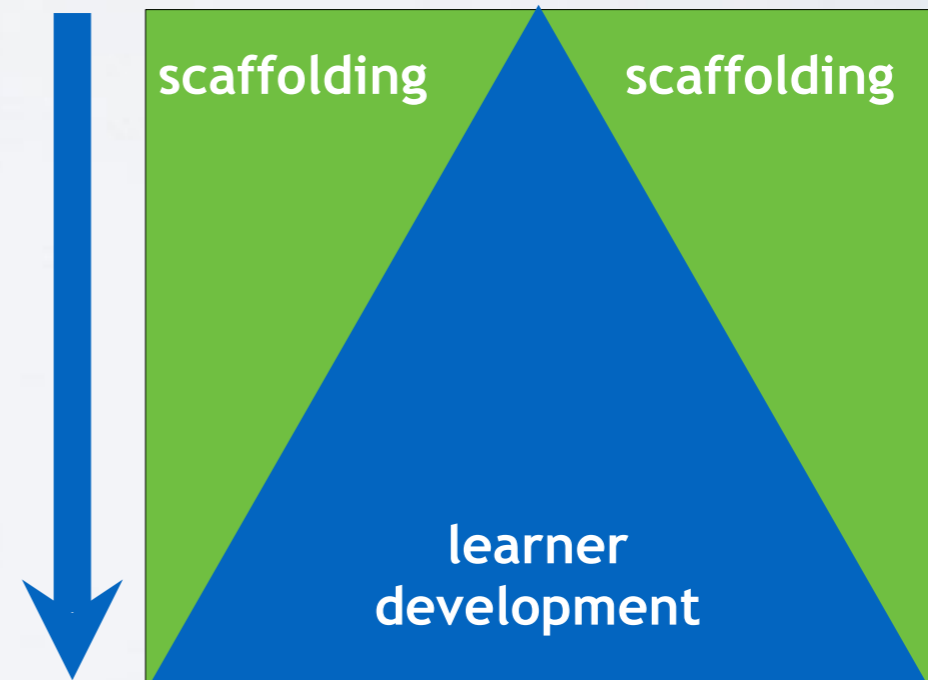
A good teacher does **less work** than the students at the end of an activity or lesson.

**“Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act.”**



Scaffolding is the support the teacher gives to the learner.

Scaffolding in language teaching can include talking simply and slowly, doing easy tasks before difficult tasks, using mimes to help comprehension, showing pictures, and more.





Teaching English Speaking

Sample lesson

Age: **Young adults**

Level: **Intermediate**

Target language:

(Situational English) Going on a first *****

Note for teachers:

This is a sample lesson for situational target language. That means language that is used in specific situations.

Notice how there isn't one clear grammar or vocabulary focus (although, in some situational TL lessons, there may be a more clear focus).

Learners for these types of lessons are usually older, so their ideas and input can be used in the lesson. Dialogues also work well in these lessons.

During this lesson, look in the top left corner to see hints.

warm up / lead in
video is used to get attention



Look at the pictures and watch the video.

Can you guess today's topic?

warm up / lead in
video is used to get attention

6 rules for first dates

Look at this list of rules for a guy's first date.
Which 2 rules do you think are most important?

- 1 To be punctual 96%
- 2 To compliment his date on her appearance 94%
- 3 To ask lots of questions 79%
- 4 To help with his date's coat 61%
- 5 To pull out his date's chair 53%
- 6 To smell as good as he looks 50%

Can you add 2 more rules?

discussing
examples given
by the teacher

Dos and Don'ts

Which of these do you think are good and bad for a first date?



brainstorm
related to
the topic

Discuss:

Have you ever been on a blind date? If not, would you?
How was it? Where did you go? Would you do it again?



Good places to go

Good topics to discuss

Good things to wear

Dos and Don'ts Brainstorm



Bad places to go

Bad topics to discuss

Bad things to wear

examples +
brainstorm
questions

First date: Questions to ask

Here are some questions recommended by a dating website for a first date. Practice by asking and answering two questions with your partner.

1. Who has been the biggest influence in your life?
2. What kinds of things really make you laugh?
3. What's your favorite place in the entire world?
4. Who is your best friend? What do you like about him/her?
5. Favorite movie of all time? Why so?
6. What's your biggest goal in life right now?
7. What is your favorite way to spend a Saturday?

Can you think of two more good questions?

Let's share and make a list of questions.

useful
expressions
with
personalizing

First date: Talking about yourself

Read these expressions with adjective + preposition.

1. I'm excited about going to Africa next vacation.
2. I'm interested in becoming a doctor.
3. I was proud of completing a marathon.
4. My sister has always been very nice to me.
5. I was pleased with the present you gave me.
6. I am fond of animals.
7. I'm good at tennis, but really bad at badminton.

Create some new questions with these adjective + prepositions and practice with your partner. Answer the questions truthfully using the adjective + prepositions.

matching
expressions

First date: Talking about likes and dislikes
Match the phrases with either negative or positive.

Positive

Negative

1. I'm really into tennis.
2. I was put off by his nasty comments.
3. I am crazy for the new Twilight movies.
4. Going to the mall to shop all day is not my thing.
5. I am cool with going out to eat tonight.
6. I do not care for my new boss.
7. I am a huge fan of the cafe down the street.

First date: Talking about yourself

Practice making expressions about yourself using the phrases below:

Positive

To like something a lot and be very interested in it.

- I'm really into...
- I am crazy for...
- I am a huge fan of ...

Negative

To have negative feelings towards a person or a thing.

- I was put off by...
- ... is not my thing.
- I don't care for...

preparation
for final task



Speed dating

What is a “speed date”?

Speed dating

Let's practice.

- You will meet many new people.
- You can be yourself or create a new and interesting character!
- One person in your pair will move to the next table. One person will stay seated and meet people there.
- Remember what you learn about each partner.
- At the end, let's find out what you learned about each person and who you are interested in meeting again.

worksheet:

Contestant number One

Name: _____ From: _____
Personality adjectives: _____
Job: _____ Age: _____ Looking for: _____

Contestant number Two

Name: _____ From: _____
Personality adjectives: _____
Job: _____ Age: _____ Looking for: _____

Contestant number Three

Name: _____ From: _____
Personality adjectives: _____
Job: _____ Age: _____ Looking for: _____

The single man/woman

Name: _____ From: _____

Question one:

Question two:

Question three:

reporting
final task



Speed dating

Let's find out about each person in our class.

What did each person say and ask?

Who is your best match?

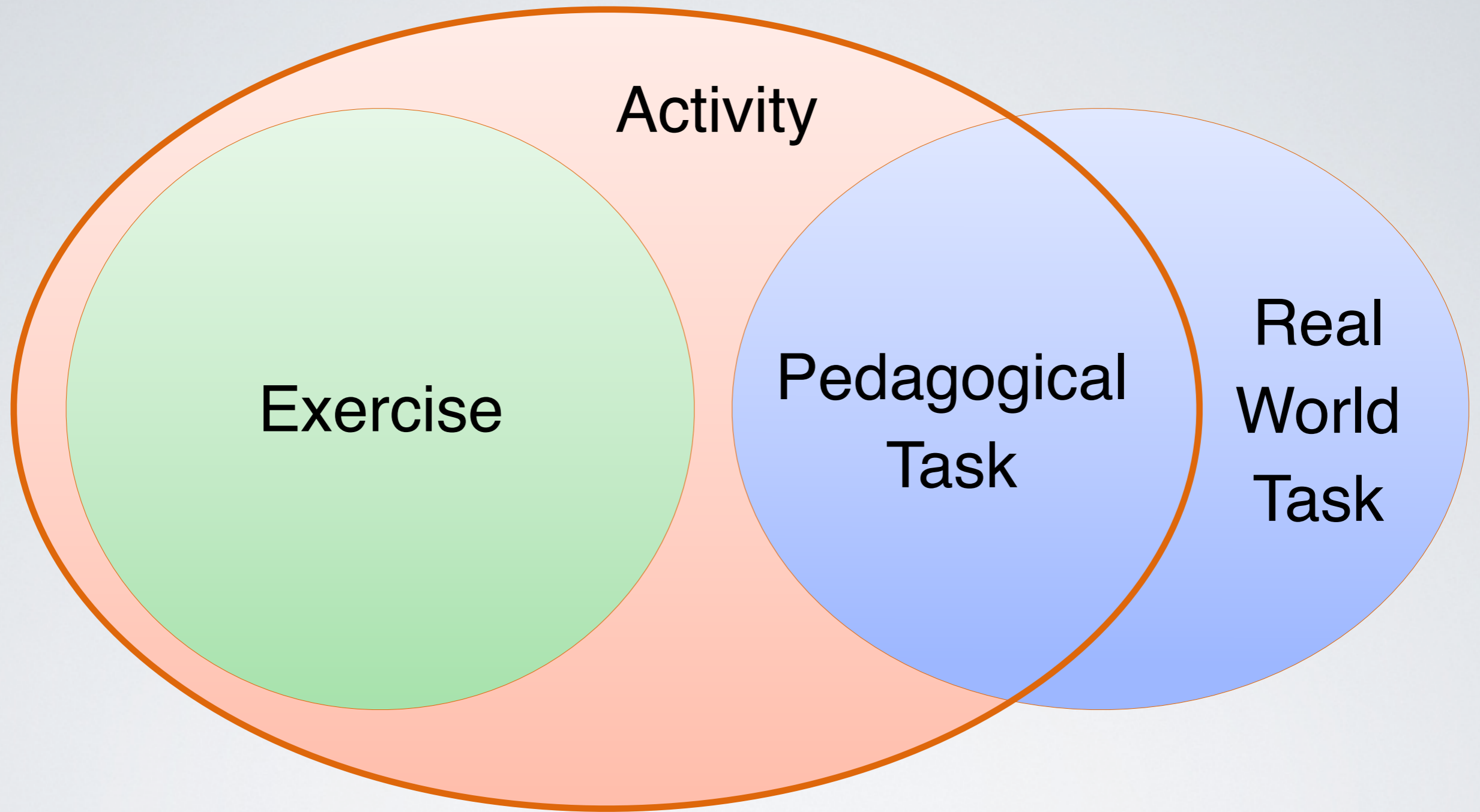
Who is your worst match?

What was the funniest thing you learned?



Reading homework discussion

1. What does “a needs-based approach to content selection” mean? Can you think of examples?
2. How is the ‘outcome’ of a task described in the text?
(there is more than one answer possible)
3. What are the differences of a ‘task’ and a ‘pedagogical task’?
4. What is ESP? What are language functions? Can you think of examples?
5. What are the strong and weak interpretations of CLT?



What do you think this means?

Can you think of examples?

What is the outcome of each?



What are the needs of learners?

Discuss the language needs of each of these learners.
What types of tasks do they do in their life?
Can you think of one more type of learner?



brainstorm

In groups, choose 2 situations from the list below. Make a list of 3 tasks for each that involves using language. Let's do the first one together.

- 1. Traveling to another country**
- 2. A weekend of fun activities with friends**
- 3. Working for a large company**
- 4. Searching for a job**
- 5. Working in a restaurant**
- 6. Planning a party**
- 7. Studying at a university in another country**

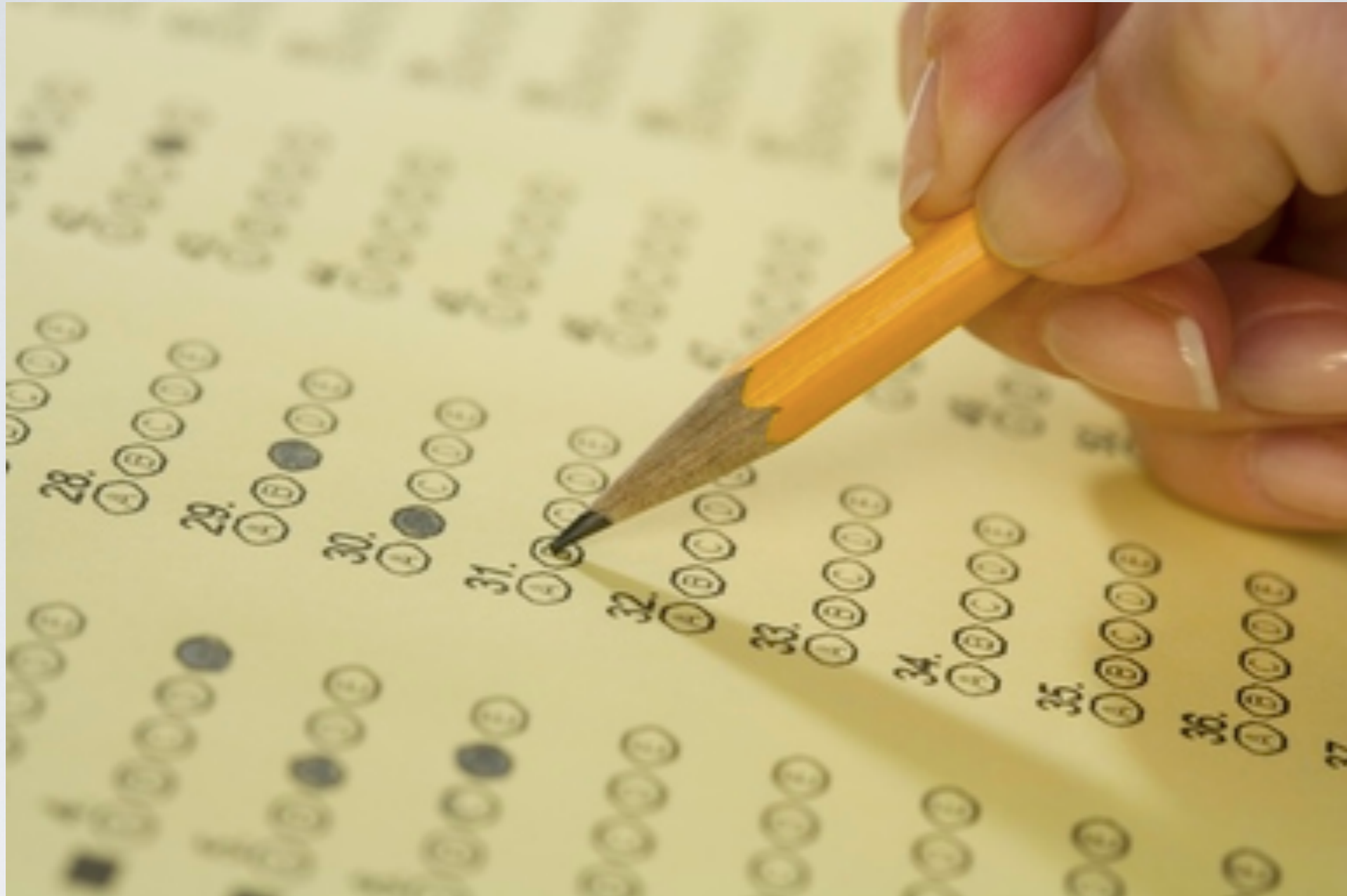
How we can turn these into classroom (pedagogical) activities?

What is TBLT?

- Activities are organized around tasks, not language items.
- Learn and practice language structures in a more natural and meaningful way.
- Authentic topic material which is relevant to the students' needs.
- Develops skills for “real-life” tasks.

What is an exercise?

- focus on specific language element
- focus on a single skill
- guided and controlled
- no context (except the classroom)
- not authentic
- not meaningful
- **the outcome is linguistic**



Exercises focus on specific language points to be learned

What is a task?

- various expressions used
- multiple skills (L,S,R,W)
- free, with a focus on fluency
- many contexts (cafe, office, researching, emergency, negotiating)
- similar to authentic language use
- focus on meaning
- **the outcome is non-linguistic**

Tasks are focused on an outcome



pedagogical tasks



real-world tasks

In groups, try to add 2 more to each type of activity:

Exercises...

- gap fill
- multiple choice Qs
- ...
- ...
- ...

Pedagogical Task...

- make a poster
- describe a person
- ...
- ...
- ...

Pedagogical Task Types

- Listing
- Brainstorming
- Fact-finding
- Ordering
- Sorting
- Sequencing
- Ranking
- Classifying
- Matching
- Finding similarities
- Finding differences
- Problem solving
- Analyzing situations
- Reasoning
- Decision making
- Sharing personal experiences
- Narrating
- Describing
- Explaining
- Getting/Giving information

Task:

Choose 3 from above and think of a specific activity, including the topic, that students could do. Example:

- Ranking: Students rank a list of scary things.
- Classifying: Students classify animals into mammals, reptiles, etc.

“Authentic texts”

How could these texts be used in a language classroom?

Which learners would they be suitable for?

What kind of work might the learners be doing?

- **resume**
- **menu**
- **housing contract**
- **application form for a course**
- **brochure for a school**
- **brochure for a fabric company**
- **instructions for wall paneling**

Can you think of one more?



Reading homework for Week 4

- 1. Read Chapter 2 from “Task-Based Language Teaching” on my website and answer the questions. Find the files on my website**