



Teaching English Speaking

Today's class

- Review
- Reading homework discussion
- TBLT and tasks
- Homework

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Two variations of CLT (Communicative Language Teaching)

Strong CLT

Focus mainly on communication and meaning. Very little language scaffolding.

Weak CLT

Focus on communication, but also scaffolding is included.

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

Brainstorm examples of scaffolding in terms of...

**Social/
emotional
needs of
learners**

**Materials - examples
of materials that
provide scaffolding**

**Lesson
structure,
activities,
teaching
techniques**

In teaching, "scaffolding" refers to the support and guidance provided to students to help them reach a higher level of understanding.

Scaffolding can generally be categorized into 3 categories:

- **Social interaction and emotional support (S)**
- **Materials – design, selection, and use (M)**
- **Lesson planning and activity sequencing (L)**

Categorize the examples below into S, M, or L.

Sometimes more than one option is possible.

Guided practice – Teachers demonstrate a task and then assist students as they practice. = S / M / L

Worksheets – Structured practice materials that guide students through tasks or exercises. = S / M / L

Caretaker talk – Simplified, slow, and clear speech, often with exaggerated intonation, to help learners comprehend.

Reinforcing correct responses – Highlighting and expanding on students' correct answers to encourage learning and understanding.

Step-by-step instructions – Detailed guidance for completing tasks or understanding concepts.

Learning journals – Notebooks where students record their thoughts, reflections, or responses to prompts.

Verbal affirmations – Simple verbal confirmations like “good job,” “nice try,” or “you’re getting there” to boost confidence.

Use of manipulatives – Physical objects that help students understand abstract concepts (e.g., blocks for math problems).

Recasts – Rephrasing or repeating a student’s incorrect answer in the correct form without directly pointing out the error.

Sentence frames – Templates that provide a structure for students to complete sentences.

Modeling activities – Showing students how to perform a task or solve a problem before asking them to do it on their own.

Scaffolded assessments – Gradually increasing the difficulty of tasks or reducing support as students gain competence.

Praise for effort – Recognizing the process of learning, focusing on the student's hard work and perseverance rather than just the final result.

Rubrics – Scoring guides that outline expectations for tasks and serve as a reference for students.

Interactive tools – Using digital tools or interactive technology to support learning (e.g., simulations, educational apps).

Chunking information – Breaking down complex tasks or content into smaller, more manageable parts.

Graphic organizers – Visual tools (e.g., mind maps, charts) that help students organize and structure information.

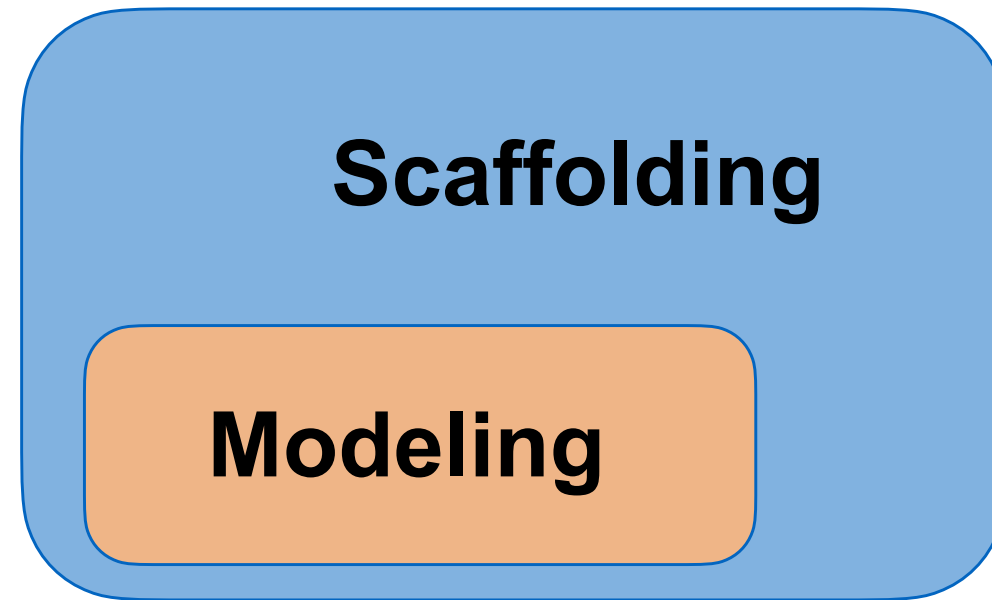
Positive feedback – Offering praise and encouragement to motivate learners and reinforce successful learning behaviors.

Model texts – Sample pieces of writing that demonstrate key features of the genre or task.

Encouraging peer collaboration – Structuring group work or pair work to foster peer-to-peer learning and social support.

Clarification requests – Politely asking students to explain or rephrase unclear responses, encouraging deeper thinking.

Flashcards – Cards with key terms, concepts, or questions used for practice and review.

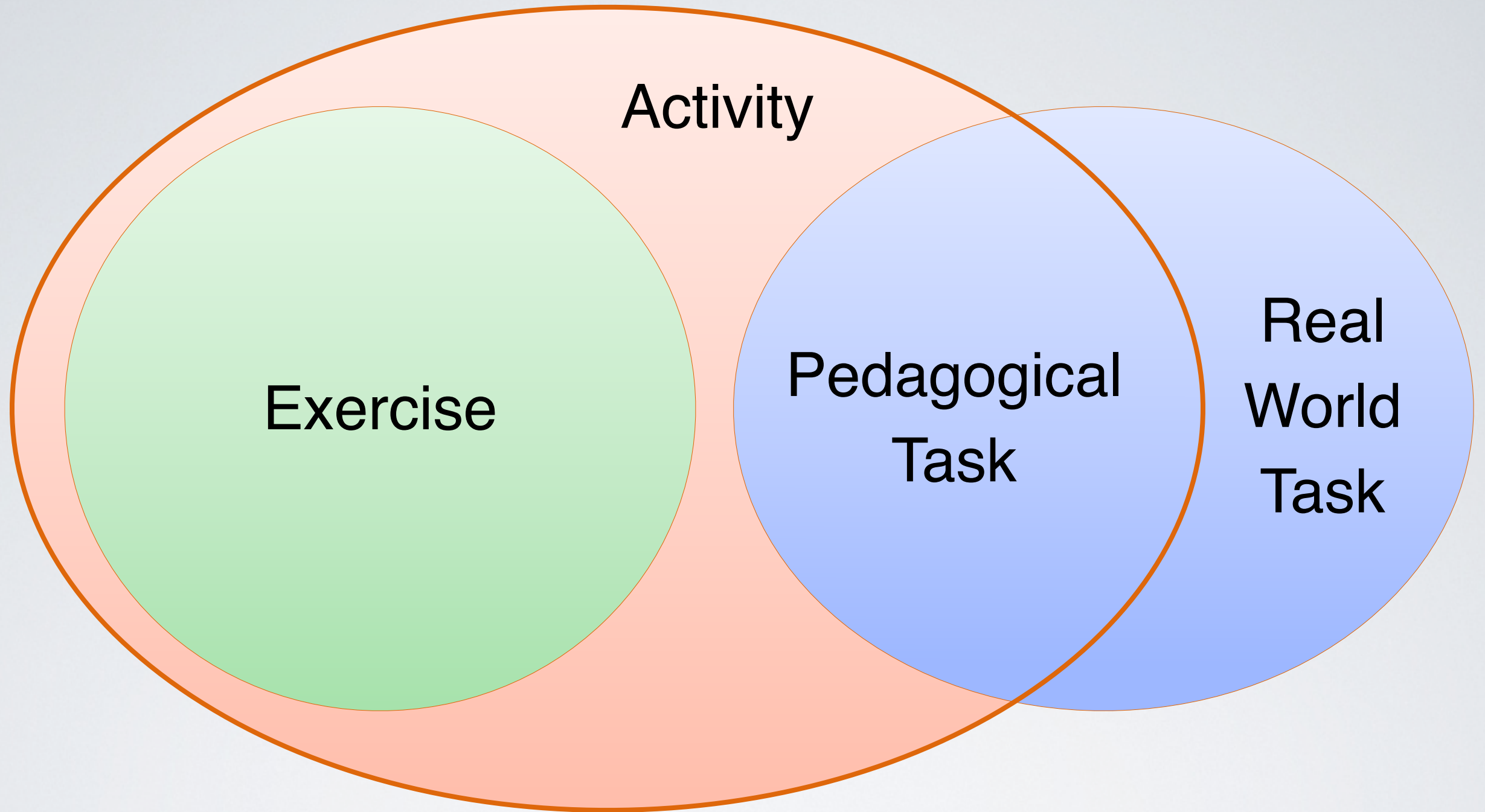


Modeling is a type of scaffolding

**Model the
outcome**

Outcome



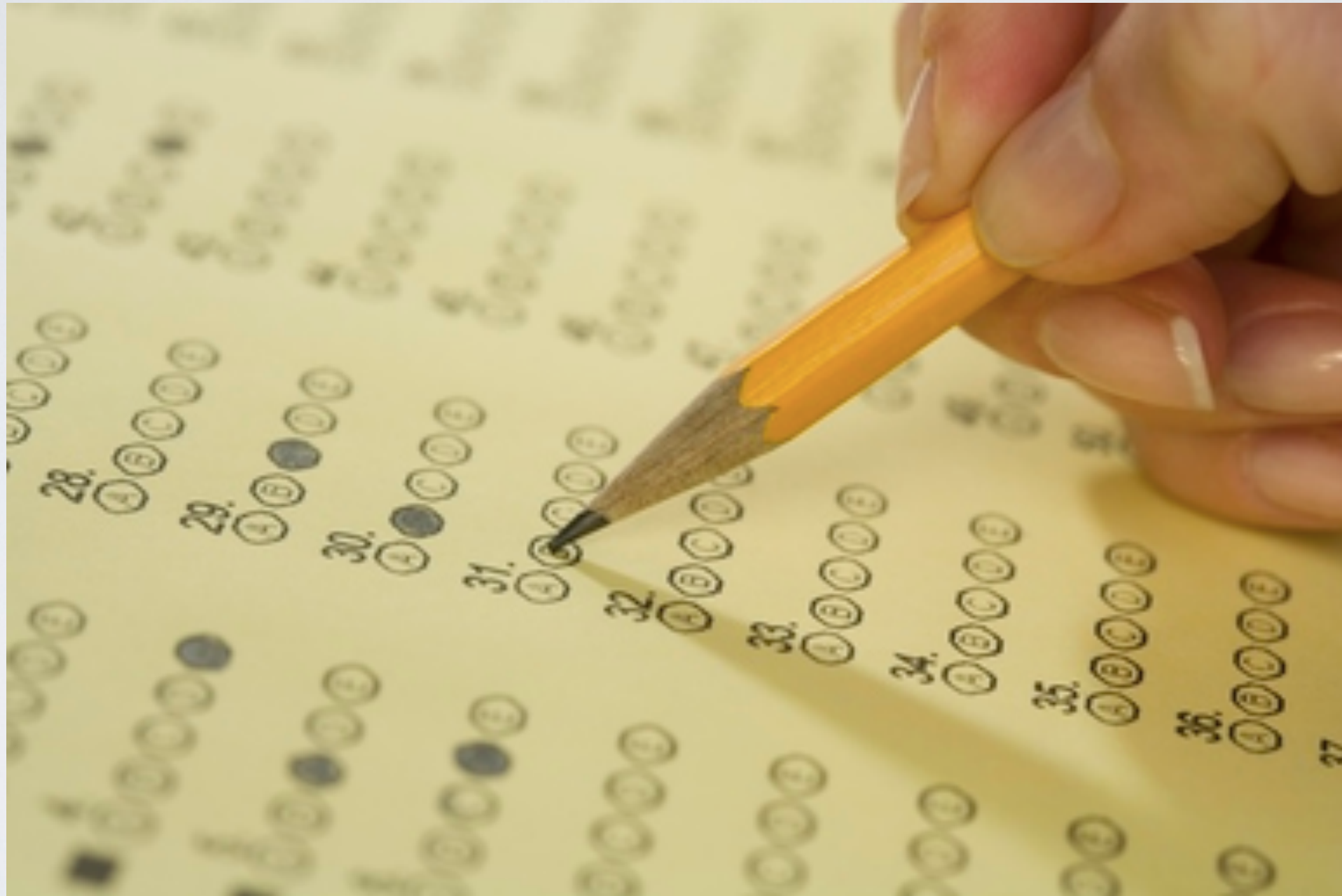


What do you think this means?

Can you think of examples?

What is the outcome of each?

Exercises focus on specific language points to be learned



Tasks are focused on an outcome



pedagogical tasks



real-world tasks

Match the bullet point with “exercise” or “task”

Exercise

Pedagogical
Task

- multiple skills (L,S,R,W)
- guided and controlled
- focus on specific language element
- free, with a focus on fluency
- no context (except the classroom)
- similar to authentic language use
- not authentic
- focus on meaning
- focus on a single skill
- not meaningful
- many contexts (cafe, office, researching, emergency, negotiating)
- **the outcome is linguistic**
- **the outcome is non-linguistic**

****Note: these are generally correct but may not be 100% all of the time.**

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**

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**

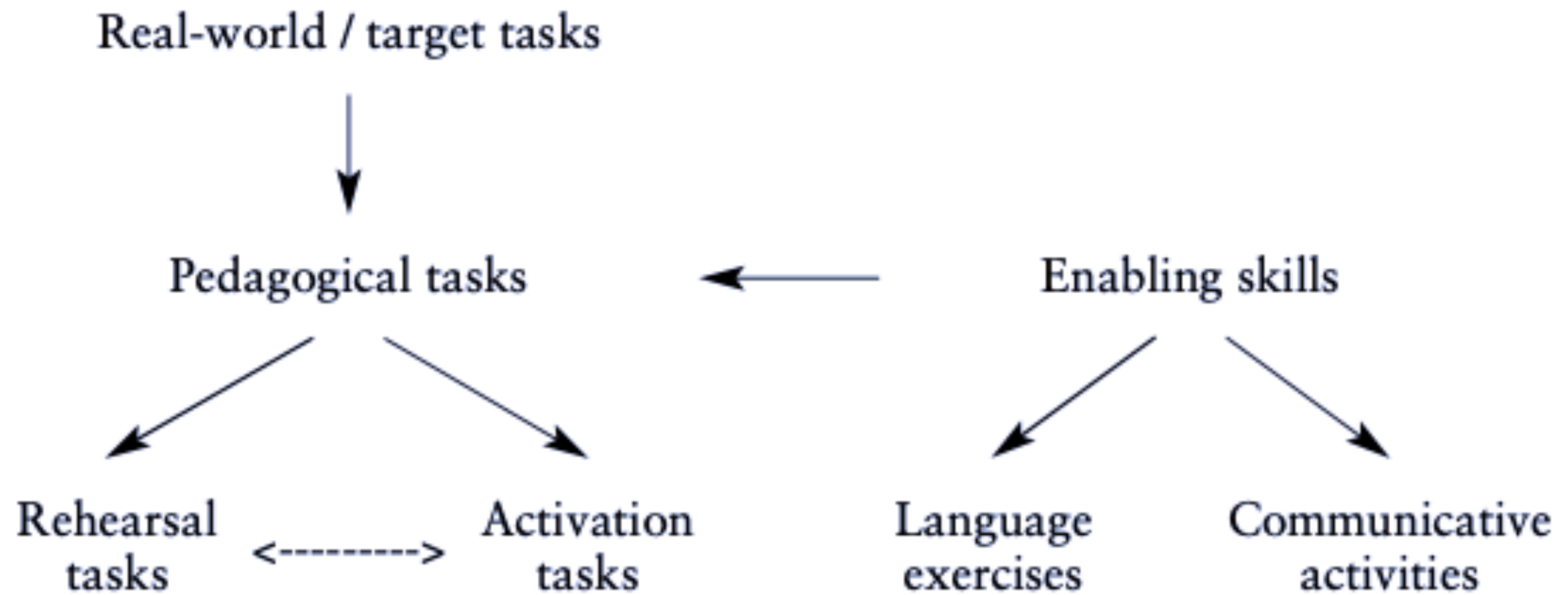
What is TBLT?

- 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.

Read Chapter 2

Choose one or more of the following questions/tasks. Make a new post on the discussion board with your answers.

1. What do you think about how TBLT is described in the chapter? How does it relate to your experience of learning or teaching? How might it influence your future teaching?
2. Describe a TESOL activity that you are familiar with and explain how it relates to the framework for TBLT on page 25.
3. Look at the syllabus design tables on pages 26-29. Describe a language learning task that you have experienced (as a learner or teacher) and how it relates to functions and grammar.
4. Look at "Developing units of work" on pages 31-35. Explain why this sequence is good for learners.
5. Look at the "Seven principles of TBLT" on pages 35-38. Which principles do you think are most important? Why?

Syllabus design considerations

A framework for TBLT

Week 4 reading review

Syllabus Design Considerations, p.25~

What Are Language Functions?

We use language to communicate.

We use language for a reason.

Language functions are the purposes of *why* we are communicating.

Week 4 reading review

Example:

Asking if someone is interested

“What are your interests?”

“What are you interested in?”

“Are you keen on ...?”

“Are you a fan of ...?”

“Do you find ... interesting?”

Notice these are different forms (grammar)

But the function is the same.

Week 4 reading review

Example of different functions with “could”

“**Could** you open the window?”

= requesting

“He **could** be late”

= uncertainty/possibility

“When he was 7, he **could** ride a bike.”

= past ability

“You **could** go to Spain”

= suggesting

Different functions, same word.

Different types of target language

Situations

Bank
Restaurant
Train station
Cinema
Supermarket
Hotel

...

Functions

Agreeing
Suggesting
Clarifying
Apologising
Explaining
Complaining

...

Grammar

Modals
Past tense
Superlative
Prepositions
Adverbs
Tag questions

...

Q+A

Can you...?
Do you...?
Is he...?
What is...?
Where are...?
How much...?

...

Task 1: Choose one of each. Make a list of the TL sentences (2~5) and expressions that you would teach.

Task 2: Find 2-3 examples that work well together. For example: bank + requesting, supermarket + prepositions.



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 a situation from the list below. Make a list of 3 tasks for each that involves using language. Let's do the first one together.

Imagine you live in England...

1. Searching and applying for a job

2. Working in a cafe

3. Planning a birthday party

4. Studying at a university

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

“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 university course**
- **guide book for an elementary school in Canada**
- **brochure for a fabric company**
- **instructions for a construction project**

Can you think of one more?

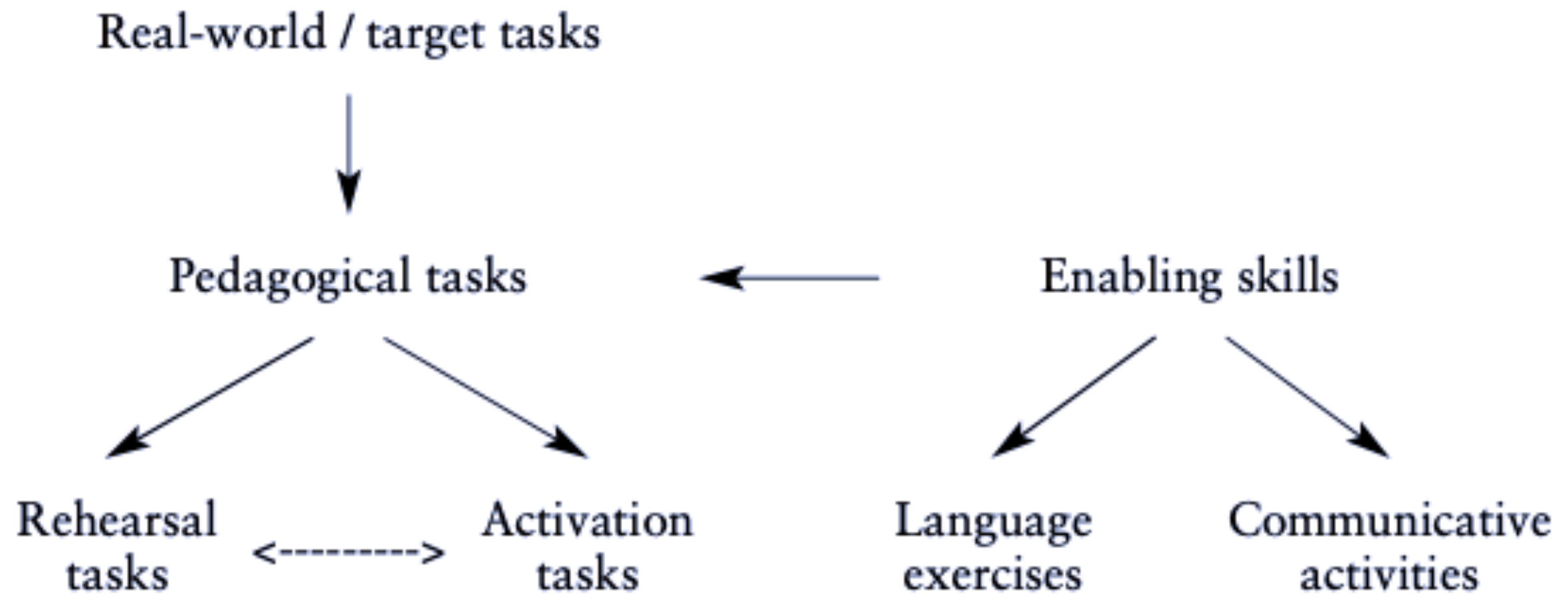
Let's go to see a movie!!

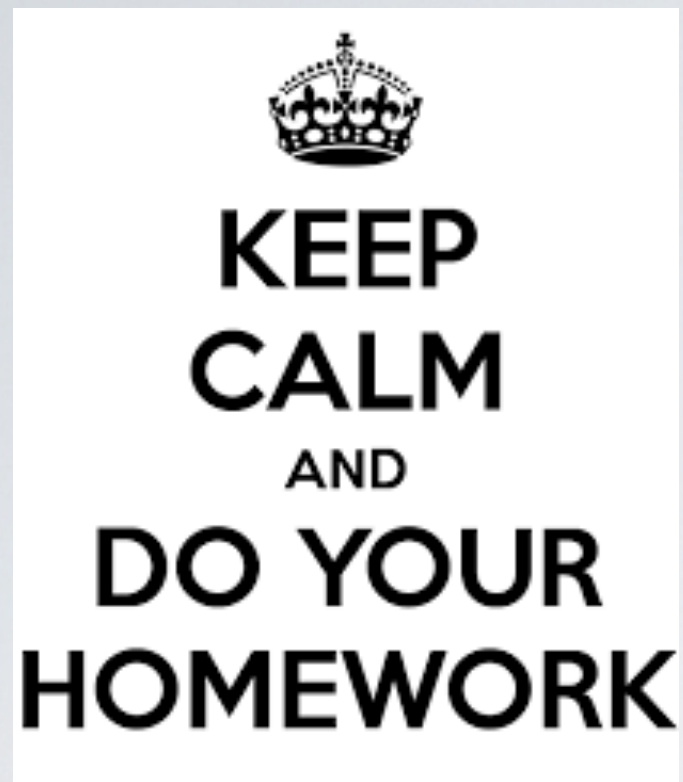


Here is your schedule. Complete the schedule with your (mostly!) true appointments. **Leave 2 spaces blank.**

	M	T	W	T	F
afternoon					
evening				class with Edward	

Now, in your group, try to organize a time and day that you can see a movie. Don't show your schedule, you are on the phone! Some of you may have to change your schedule. Once you have decided the day/time, decide which movie you want to see.

Syllabus design considerations*A framework for TBLT*



Reading homework for Week 5

1. Read Chapter 3 from “Task-Based Language Teaching” on my website. The reading contains many questions in “Reflect” boxes. Choose any question to answer and write your answer on the e-class discussion board.