Teaching English Speaking

Today’s class

• Review
• Authentic materials
• Example activities
• Homework

- Please call me ‘Edward’ or just ‘teacher’!
Email: edpovey@hotmail.co.uk
Website: edwardtesol.com
Two variations of 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.
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
- ...
- ...
- ...


A framework for TBLT

Reflect
Find examples of these different task, activity and exercise types in a textbook you are currently using or one with which you are familiar. How are they combined?
TBLT: Spot the differences

(Activation task)
Who is it?

A. He’s wearing a blue hat.
B. She’s wearing a blue skirt.
C. He’s wearing a yellow hat.
D. He’s wearing blue jeans.

Practice with your partner!
Homework task

Find and bring an authentic input material, such as a YouTube video poster, brochure, menu, newspaper article, recipe, report...

For your material, take notes for the following...

• input (what is your material)
• setting (type of students)
• procedure (how it will be used in a task)
• learner role (during task)
• teacher role (during task)
• goal (outcome of task, goal type)

See the reading for more detailed information.
Example: zoo brochure and map

- input (what is your material)
- setting (type of students)
- procedure (how it will be used in a task)
- learner role (during task)
- teacher role (during task)
- goal (outcome of task, goal type)
Homework task

Try to brainstorm some more tasks for your materials using this list of task types.

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
Hotel Mystery

You are going to role play a guest in a hotel. There has been a murder and you need to guess who is the killer!

You and the people you are with are **not** the murderer. One of the **other** guests that you saw today is probably the murderer.

You need to share each clue with your partners and build the information you know about the other guests to decide who you think is the murderer.

1. Everybody read the introduction to your group to set the scene.
2. Read the clues to your group one by one. All guests read clue 1, then all guests read clue 2, etc.
3. Read slowly and take notes or drawings to help you put together the cause.
4. At the end you will guess which other guest in the hotel is the killer.
Example Lesson

Guessing game - Find the classroom object!

“It’s on his desk”
“It’s his pen”
“It’s his black pen”
Matching game

It’s his pencil.

It’s her pencil.

It’s hers.

It’s his.

Teaching tip: http://i.ebayimg.com/00/s/NjQyWDY3Mg==/z/WyAAAOSw9N1V3G-i/$_1.JPG
1. Take 3 post-it notes.
2. Label 3 things using sentences above.
3. You can change the object name if you know it.
4. If you don’t know the object, write “It’s his” or “It’s hers.”
Bag game

Put one of your things in the bag.

Say “It’s mine.”

We will take things out of the bag.

When you see your thing you can say: “It’s mine.”

We will say:
“It’s her pen.”
“It’s hers.”
Homework for Week 8
Prepare a short speaking activity to share in small groups. Read the chapter on my website (part 2 of the reading homework for this week) for ideas and guidance. The speaking activity does not need a lot of scaffolding and it can be for any age group or level. Be prepared to share your activity next week.