

Technological map of 2 hour practical session plan

Subject: Theories of English language and methods of teaching

Audience: School teachers

Theme: Teaching speaking

Number of hours: 2 hours practice

A brief determination of a session (According to the State orders)

This session is devoted to teaching speaking. Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, learners can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance

Performance technology of the learning process

Method: brainstorming, group work, individual work, whole class work, chain drill.

Equipment and materials: Handouts, questionnaires, slides, markers, a scotch tape, flipcharts, posters, cards.

Control: self-checking, asking questions, presentation.

Assessment: Encouragement.

Forms of interaction: Presentation, plenary, pair work, individual and group work

Aims and objectives of the session:

<p><u>Aims and objectives:</u> <u>Educational:</u> Explore the importance of developing speaking skills <u>Upbringing:</u> Become aware of the importance of professional development and building up language competencies <u>Developing:</u> To become aware of criteria of effective speaking activities</p>	<p><u>Tasks:</u> <u>Educational question:</u> What can you understand the importance of speaking? <u>Upbringing question:</u> As a professional teacher in which ways can you help your colleagues for solving challenges in this issue? <u>Developing question:</u> What do you think what kind of result will a good lesson on speaking give you?</p>
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Outcomes/Expected results:

<p><u>By the end of the lesson participants will know: (Knowledge/awareness)</u> a) new types of speaking activities; b) tips on effective speaking</p>	<p><u>What questions will be asked:</u> What is the role of speaking in learning of a foreign language?</p>
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<p>By the end of the lesson participants will understand: (skills)</p> <p>a) how to use different types of speaking activities</p> <p>b) how to conduct effective speaking lessons</p>	<p>What questions will be asked:</p> <p>1. What can you tell about correcting spelling of words?</p>
<p>By the end of the lesson participants can do (Abilities):</p> <p>a) include effective speaking activities into lessons</p> <p>b) conduct various speaking activities</p>	<p>What kind of tasks will be given:</p> <p>1. Use correctly methods on speaking activities</p>

Procedure of the session:

Name of work	Aim of work	Method	Time (minute)
Step-1	Outcomes	Asking questions	5
Step-2	Lead in	Discussion, group work	15
Step-3:	Practice speaking skill	Individual, group work, Pair work, Plenary	45
Step-4:	Reflection and action plan	Asking questions	15

Plan

	Stages	Procedure	Time	Materials
1.	Outcomes	Finding out what Pts know about quotation and guessing the theme	5 min	Slide
2.	Lead in	Working with posters in 4 groups	15 min	Posters
3.	Practice speaking skill	Practising 3 types of speaking activities. a) The dog and the meat b) Chain story c) Keep talking	45 min	Handouts, cards, slides
4.	Reflection and action plan	Analysing and discussing of the activities; reconsidering ideas about speaking activities	15 min	Slides, questionnaires

TEACHING SPEAKING

Objectives:

- to introduce some techniques for teaching speaking
- to expose participants to ways of teaching speaking to elementary learners
- to help participants explore some characteristics of a good speaking activity

Lead-in

Materials: handout 1, flipchart/board, markers

Time: 10 min

► Procedure:

☉ (4 min) Say that this session is devoted to teaching speaking. Add that some people think that speaking cannot be taught to elementary students. Tell participants that you want them to discuss some questions about teaching speaking. Divide participants into groups of 4. Distribute handout 1 □ with questions to each group.

☉ (5 min) Invite a spokesperson from each group to share their answers with the whole group. Write down the examples of typical speaking activities on the board. An example of a typical textbook speaking activity: Answer the questions/ make up sentences/ speak about .../discuss/ describe the picture...

☉ (1 min) Tell participants that now they are going to experience speaking activities designed for different levels. Tell them that the first one is aimed at elementary level students and they should behave accordingly.

Activity 1 The dog and the meat

Objectives:

- to let participants experience an elementary speaking activity
- to introduce some techniques of teaching speaking

Time: 25 min

Materials: handout 2a, 2b, 2c

► Procedure:

☉ (1 min) Write down the title 'The Dog and the Meat' on the board. Point to it. Participants say it. Check pronunciation. Ask participants what they think the story is about.

☉ (5 min) Put key vocabulary from the story on the board and check comprehension.

bridge, piece of meat, river, reflection.

☉ ☉ (1 min) Put participants in pairs and distribute the pictures (*refer directly to handout number 2a* □). Ask participants to listen to you and put the pictures in order according to the story.

Script:

Once a dog found a piece of meat. He took the meat and went home to eat it in peace. When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat. So, he decided to have that meat too. He opened his mouth to try to get another piece of meat. But as he opened his mouth the piece of meat fell into the water. So, the dog went home hungry.

☺ ☺ (3 min) Give out the text of the story (handout 2b □ cut up into separate slips) and ask pairs to put it in order.

☺ ☺ (5 min) Tell participants to change the story in pairs and make up a different story.

☺ ☺ (5 min) Tell them to change partners and tell their story to the person sitting next to them (pair share).

☺ (3 min) Invite any comments from participants.

☺ (2 min) Distribute handout 2c □ after participants have finished. Tell them that they should reflect on the activity as teachers and make notes after each activity they experience as learners. Say that the grid will help them in the follow up discussion. **NB:** Give participants 2 min to make notes in the grid at this stage because later they will have time to discuss the questions in the grid.

Activity 2 Chain story

Objective: to introduce a chain-story technique

Time: 10 min

Materials: none

► Procedure:

☺ (5 min) Tell participants that this time they are going to create stories in pairs. Tell

them that one person in each pair should continue the story by giving a sentence in the

past. The second person in each pair adds another sentence to the story and so on. Begin the story by giving the first sentence.

e.g. T: Once I went for a holiday to the sea...

Student A: ...and when I was walking along the coast I saw a strange bottle in the sand.

SB: ...so, I picked up the bottle and saw that it had something inside...

SA: ...

☺ (2 min) Stop the activity after about 3 min. Ask some participants to say what their stories were about.

☺ (3 min) Give participants two minutes to make notes in the grid.

Activity 3 Keep talking

Objective: to introduce an activity to develop fluency

Time: 15 min

Materials: handout 3

► Procedure:

☺ (2 min) Tell participants that they are going to experience a fluency-oriented activity

called 'Keep Talking'. Tell them that they are going to work in pairs and each of them will

need to speak for 1 min on the topic given by the trainer. Explain to participants that one

person in each pair will be speaking and the other will be listening without interrupting

the speaker. Model the activity with one of the participants.

☺ (10 min) Give out the cards with the topics (handout 3□) to each participant e.g.

Pets, favourite food, clothes, books, hobbies, etc Tell them that one of them is a 'speaker' and the other is a 'listener'. Give participants about 30 sec to prepare.

Time the activity for 1 min. Stop it. Tell them to switch roles. Time the activity for 1 min again. Then stop the activity.

☺ ☺ (3 min) Give participants a couple of minutes to discuss their impressions in pairs.

Give them some time to make notes in the grid.

Activity 4 Analysing the activities

Objective: to analyse the activities, to discuss some techniques for teaching speaking to

students of different levels

Time: 20 min

Materials: flipchart/board, markers

► Procedure:

☺ (5 min) Tell participants that now they are going to discuss the activities from the

point of view of teachers. Put participants in groups of four. Allot one activity to each

group to analyse. Tell them to discuss the questions on the grid from a teacher's point of

view.

Possible answers to the questions in the grid:

Activity 1

The Dog and the

Meat

Activity 2

Chain Story

Activity 3

Keep Talking

a. What was the

objective of the

activity?

*to practise past
tenses, story
telling*

*to practise past
tenses, story telling
to develop fluency*

b. What language level
was the activity?

*elementary pre-intermediate/
intermediate
advanced*

c. What language *past simple*+ *vocabulary present or past simple*+ *any tense*+
vocabulary

(grammar,
vocabulary) did the
activity practise?

vocabulary

d. Can it be adapted to
a different level?

How?

*Yes - by adding or
removing pre-stages
and scaffolding*

*Yes - by adding or
removing pre-stages*

*Yes - by adding or
removing pre-stages*

e. What are the
advantages of and
possible problems
in the activity?

*develops speaking at
elementary level;*

expanding vocabulary

develops imagination;

fun; practising

structures

develops fluency; can

practise any structures

or vocabulary

*depending on the topic
cards*

in fluency developing

activities Ss might

*need help with
vocabulary/ difficult to
manage big classes*

☺ (5 min) Ask participants to share their ideas with the whole group.

☺ (5 min) Ask participants to work in groups and make up a list of characteristics of a

good speaking activity on the basis of the activities that they have experienced.

☺ (5 min) Collect all the ideas on the board.

Possible ideas:

A Good Speaking Activity:

- ~ is communicative
- ~ gives a reason for learners to speak
- ~ is appropriate to the level and age of your students
- ~ is flexible
- ~ is adaptable
- ~ is involving (all students participate)
- ~ is interesting
- ~ develops fluency
- ~ allows students' own contributions
- ~ allows students to choose the language (vocabulary and grammar structures)

Optional activity

Ask participants to share their favourite speaking activities if time allows.

Summary

In conclusion establish the following:

- ~ it is possible to start teaching speaking at the elementary level
- ~ it is possible to adapt speaking activities to different levels
- ~ it is important to use small groups or pairs during speaking activities so that all students can practise speaking simultaneously

TEACHING SPEAKING

Lead-in, handout 1

Discuss the following questions:

- a. What level are the students you teach?
- b. Do you teach speaking?
- c. At what level do teachers at your institution start teaching speaking as a skill? (elementary/ pre-intermediate/ intermediate/ advanced)
- d. Is it possible to teach speaking to elementary learners?
- e. What are typical speaking activities in the **textbooks** that you are using?

□

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TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2a

TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2b

Once a dog found a piece of meat.

So, he decided to have that meat too.

He opened his mouth to try to get another piece of meat.

He took the meat and went home to eat it in peace.

But as he opened his mouth the piece of meat fell into the water.

When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.

So, the dog went home hungry.

TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2b

Once a dog found a piece of meat.

So, he decided to have that meat too.

He opened his mouth to try to get another piece of meat.

He took the meat and went home to eat it in peace.

But as he opened his mouth the piece of meat fell into the water.

When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.

So, the dog went home hungry.

TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2c

Think about the activity that you have experienced and fill in the grid.

Activity 1.

**The Dog
and the
Meat**

Activity 2.

**Chain
story**

Activity 3.

**Keep
Talking**

- a. What was the objective of the activity?
- b. What language level was the activity?
- c. What language (grammar, vocabulary) did the activity practise?
- d. Can it be adapted to a different level?

How?

- e. What are the advantages of and possible problems in the activity?

TEACHING SPEAKING

Teaching Speaking, *Keep talking*, handout 3

SMOKING HOMESICKNESS PETS PARENTS CLOTHES

CHEWING

GUM

BOOKS MUSIC TRAVELLING HOBBIES

