

ATC Language & Travel
Preparatory Certificate in ELT (State Qualified Teachers)
Methodology 2 Developing Speaking Skills (2): Handout 1

A Possible Route Map for a Speaking Lesson

Procedure	Why?	How?
Lead-in	<ul style="list-style-type: none"> • Activate the learners' prior knowledge. • Get them interested in the topic. • Make an explicit link between the topic and their own lives and experiences. • Input language they may need to discuss the topic / carry out the task 	<ul style="list-style-type: none"> • Brainstorm • Discuss pictures • Listen to a short recording / read a short text • Personal Anecdotes • Short presentation of/language focus on appropriate lexis
Set the task		<ul style="list-style-type: none"> • Put the students in pairs / groups • Give instruction to the task • Tell them what you want them to do at each stage • Remind them to speak in English • Point out that the aim here is fluency so you will not correct every mistake.
Preparation	<p>Allow students to prepare for the task individually, in pairs or in groups. They should not write out a whole script, but rather make notes of particular phrases and use their dictionaries to check meaning and/or pronunciation. This planning stage has two main aims:</p> <ol style="list-style-type: none"> 1. Helps reduce anxiety 2. Gives students the opportunity to seek out new language that they don't have (or half have) but know they need 	As the students are preparing, the teacher can walk around and listen in, suggesting corrections and improvements, answer questions.
Task	Students carry out the task	The teacher does not interrupt at this stage, but just listens in and makes note of language that needs to be worked on
Feedback	General feedback on the task (e.g. acknowledging students' opinions / group decisions / comparing answers etc)	Students reflect (in pairs, groups or as a whole class) on whether the task was done well and share their answers/opinions etc
Language Focus	Specific feedback on language used (e.g. Examples of good language heard. Deal with errors)	Teacher can give general feedback and draw attention to specific language that the students could use (input), and correct language that students used incorrectly. The teacher should support this language feedback with examples on the board and a good focus on pronunciation
*Redo the task	Taking the feedback on board, students re-do the task	The teacher does not interrupt at this stage, but just listens in and makes note of language that needs to be worked on
Skills Integration	Tie up the lesson, using a different skill. A writing task is good as students' tend to focus more on accuracy when writing.	<ul style="list-style-type: none"> • Write about the topic / your findings for homework • Further research on the Internet • Listen to a recording of someone else doing the task

** Stage not necessary*