<u>Assignment</u>

Lesson Plan & Material 1

1. Create a student learning objective (SLO) for a **speaking** lesson.

2. Create a lesson plan following the E-I-F framework using the given template

3. Select, adapt and/or supplement the necessary materials to be used in the lesson

Due: Week 11

frame·work

/ˈfrām͵wərk/ 🔊

noun

an essential supporting structure of a building, vehicle, or object.
"a conservatory in a delicate framework of iron"
synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; More

- a basic structure underlying a system, concept, or text.
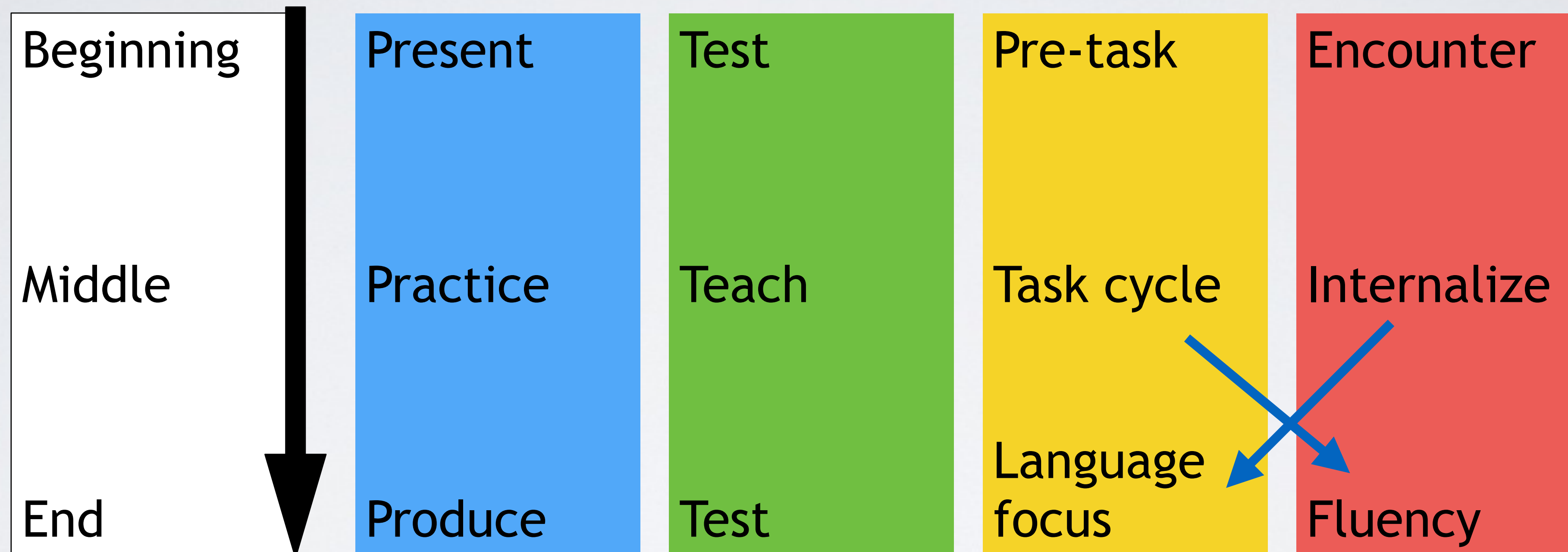 "the theoretical framework of political sociology"
  synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; More

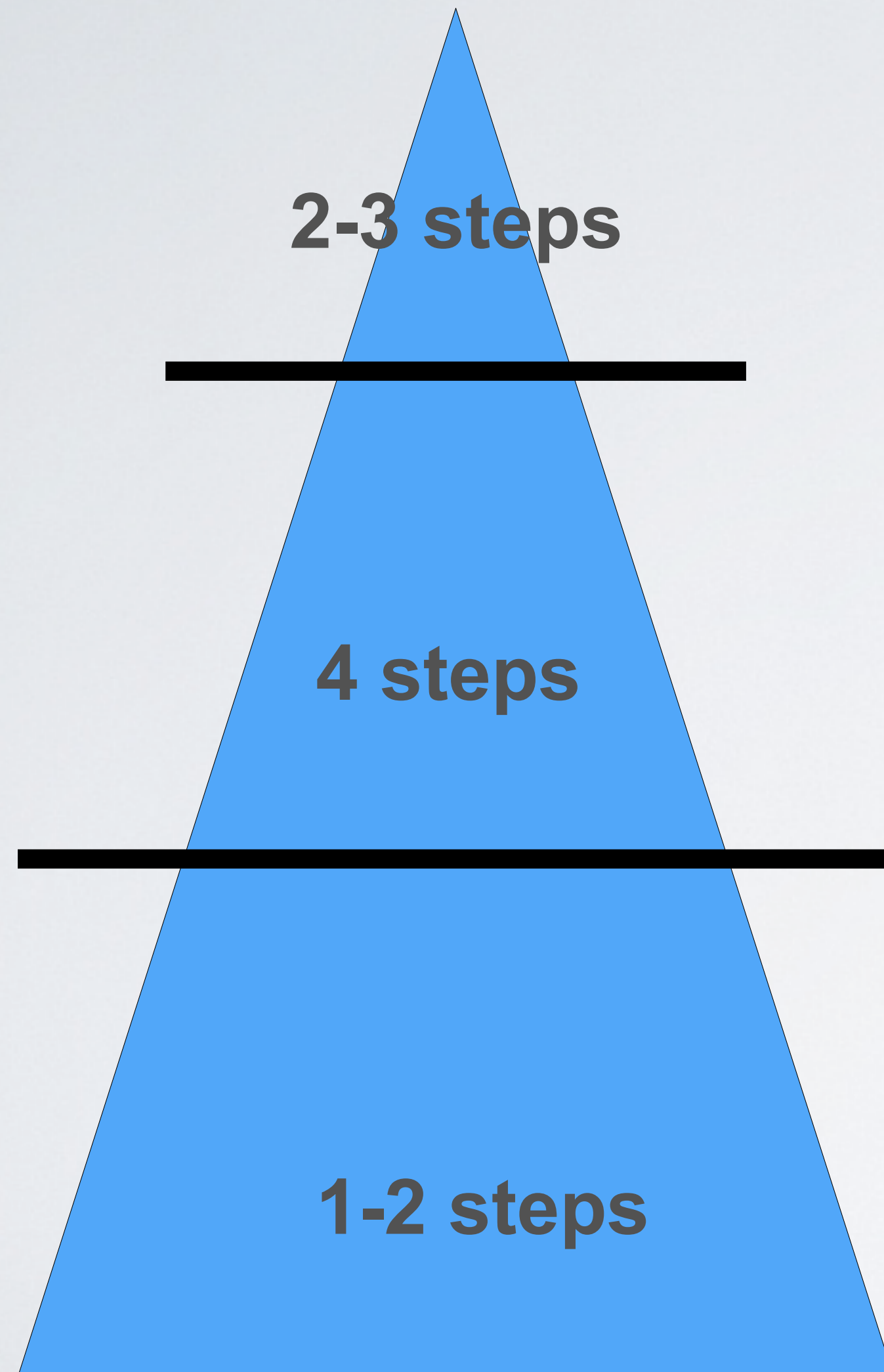**Frameworks for lesson planning**

A framework for creating a lesson is similar to the framework of a building. It can organize and contain many different things.

Lesson planning frameworks for speaking skills

Beginning	Present	Test	Pre-task	Encounter
Middle	Practice	Teach	Task cycle	Internalize
End	Produce	Test	Language focus	Fluency

There isn't a right or a wrong framework for lesson planning. It depends on your teaching style, your students' age and goals, and the content of the lesson.

3-Stage lesson plan for speaking skills

2-3 steps

4 steps

1-2 steps

1 Encounter
Hear TL, get interest, focus on meaning of TL, set the context, brainstorm, warm up Qs.
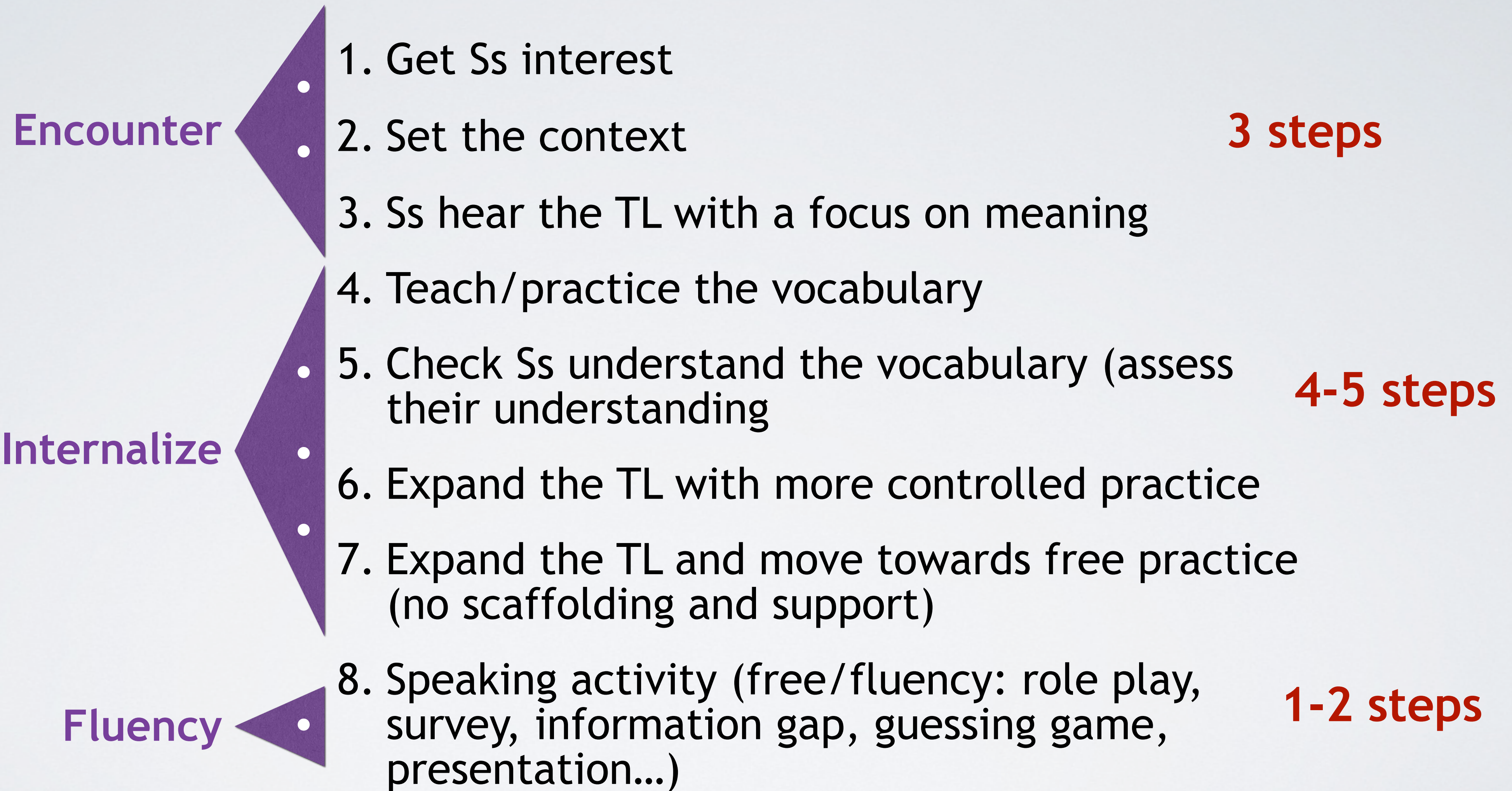
2 Internalize
Vocabulary, controlled practice of TL, scaffolding, accuracy, dialogues, drilling, memorize.
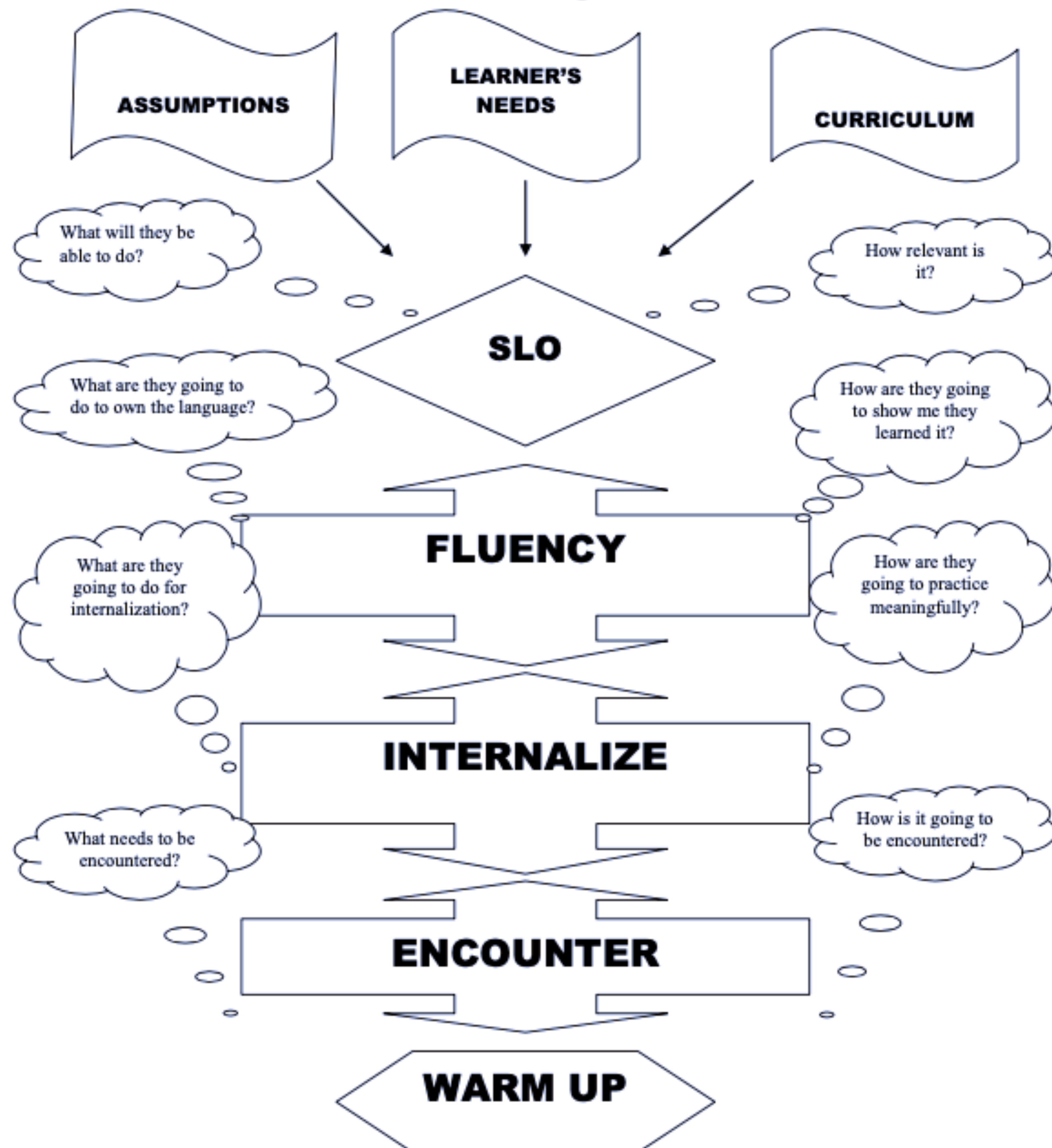
3 Fluency
No control, free, main activity, Ss use the TL, check SLO, communicative

Role play, guessing game, debate, presentation, interview, survey, Information gap,
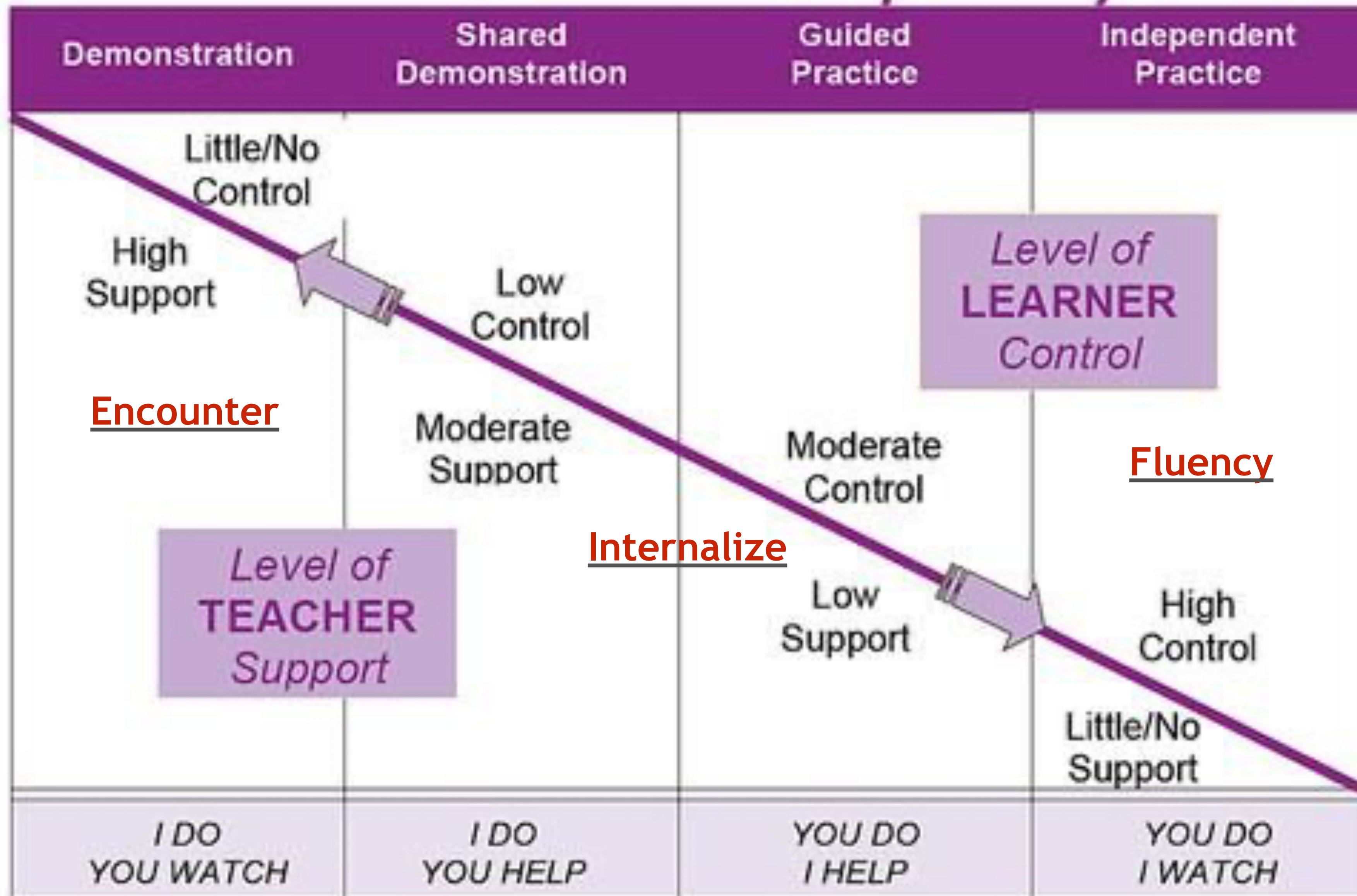
Example of steps in an EIF lesson

Encounter

1. Get Ss interest
2. Set the context
3. Ss hear the TL with a focus on meaning

3 steps

Internalize

4. Teach/practice the vocabulary
5. Check Ss understand the vocabulary (assess their understanding
6. Expand the TL with more controlled practice
7. Expand the TL and move towards free practice (no scaffolding and support)

4-5 steps

Fluency

8. Speaking activity (free/fluency: role play, survey, information gap, guessing game, presentation…)

1-2 steps

Lesson Planning Process

ASSUMPTIONS

LEARNER'S NEEDS

CURRICULUM

What will they be able to do?

How relevant is it?

SLO

What are they going to do to own the language?

How are they going to show me they learned it?

FLUENCY

What are they going to do for internalization?

How are they going to practice meaningfully?

INTERNALIZE

What needs to be encountered?

How is it going to be encountered?

ENCOUNTER

WARM UP

The Optimal Learning Model
The Gradual Release of Responsibility

Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)