

A: Speaking/ Spoken Interaction
1. I can create a supportive atmosphere that invites learners to take part in speaking activities.
2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.
3. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.
4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).
5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).
6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).
7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.
8. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).
9. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification et.) when engaging in spoken interaction.
10. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language
11. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.
12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).

Discuss in your group:

In what way are these **EPOSTL** descriptors relevant for the ESP course that you are planning at the moment?

What do they mean in the different contexts of your planned courses and target groups?

First, reformulate each descriptor as a **series of questions**, then discuss possible answers in your group. Be as specific as possible. Keep your (potential) target group in mind and see how your answers might differ depending on individual learners or learner groups. Take notes of all the possible answers.

A random group speaker will later present your group's results to the class.

Example: Aims and Needs, 1

What are the personal values of learning another language?

What are the intellectual values of learning another language?

What are the cultural values of learning another language?

How would your course participants answer these questions?

Or: Aims and Needs, 2

What are your (potential) learners' long term aims? Try to imagine your learners in a few years' time. They might say something like: "In a few years I'd love to be able to"

Or: Identification of Learning Objectives, 2

What do I have to consider when selecting specific objectives for my target group?

What could be specific learning objectives of individual lessons for my target group? (Give a few examples.)

At home:

1: Writing reflections:

Go over your notes again and write your personal reflections into your EPOSA journal on Moodle. At the end of the course you can print out your reflections and put them into the Dossier section of your portfolio.

2. Self-assessment: Enter your present level of competence in the respective arrows in your EPOSA. Do not forget to add today's date.

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