

Outcomes or Essential Questions

The table below shows outcomes for a unit on teaching speaking in a TESOL methods course and their reframing as essential questions. Using the [Cambridge English Teaching Framework](#) as a reference, the students were working toward benchmarks primarily in two categories: 1) learning and the learner, and 2) teaching, learning, and assessment. These *knowledge* and *skills* benchmarks were tweaked so that they also addressed *affect* and particularly *values* needs.

Outcomes	Essential Questions
<p><i>By the end of this unit, you should be able to:</i></p> <ul style="list-style-type: none">• explain some background information and important issues related to teaching speaking.• list and describe some speaking skills and strategies.• describe how to set up a speaking lesson and why each part is important.• analyze and evaluate the way you teach speaking or the way it is taught in China.• design a speaking lesson.• make moral decisions about what it means to be a responsible speaking teacher.	<ol style="list-style-type: none">1. What does an oral lesson look like?2. What do current approaches to speaking instruction encompass?3. How could these current approaches be integrated into your teaching context?4. How can we be moral oral instructors?