

What to bring: The textbook for your next class and a draft lesson plan (even rough notes are fine).

Facilitator this week: _____

Full outline

SETUP (0-5 min)

The facilitator arrives 10 minutes early to:

- Print one [JYS Speaking Lesson Quick Check card](#) for each teacher.
- Print one blank lesson plan template for each teacher (or they can use their own paper).
- Write on the whiteboard: "Module 3, Meeting 4: The JYS speaking lesson."
- Prepare the whiteboard with the 3-tool summary (see below, or write it during the meeting).

Phones and laptops away.

REVIEW (5-20 min)

This is the longest review section of the module because it surfaces real classroom data.

Homework check from Meeting 3.

Facilitator asks: "Who ran the pair activity in their class? What happened?"

3-4 teachers share in detail (2 minutes each):

- What exercise did you use?
- How long did the setup take?
- What went well?
- What went wrong?

The facilitator writes common problems on the whiteboard as teachers share. For example:

- "Students finished too quickly" > Solution: prepare a back-up task.
- "Some students spoke Vietnamese during pair work" > Solution: use the English Monitor from Meeting 1.
- "I couldn't tell if they were doing it right" > Solution: walk around and listen (Module 1 Macro Monitoring).
- "It was too noisy" > Solution: noise is OK if it is English noise. Silence is worse than productive noise.

Film 1-2 teachers sharing (30+ seconds each). Post to Zalo.

INPUT (20-30 min) -- Three tools, one lesson

No new article. No new technique.

The facilitator puts the connection on the whiteboard:

Meeting 1: PHRASE CARD -- keeps YOU in English.

Meeting 2: ELICITATION CARD -- keeps you from talking too much.

Meeting 3: 4-STEP PAIR WORK -- keeps YOUR STUDENTS talking.

All three together = a lesson where students speak English for 60+ minutes.

Facilitator says: "Think about what happens when you use all three tools in one lesson. You give instructions in English (Phrase Card). You ask students to figure things out instead of explaining (Elicitation Card). You make them practice in pairs or groups so everyone speaks (4-step pair work). By the time you reach minute 60 and turn on the camera, your students have already been speaking English for almost an hour. They are already confident. They already know the content. Filming is not a separate scary task. It is the natural end of a speaking lesson."

"This is why we do not need 10 minutes of 'presentation preparation time' before filming. If the whole lesson is speaking practice, the presentation IS the lesson. Students just do what they have been doing, but now with a camera."

Introduce the JYS Speaking Lesson Quick Check (5 min)

Distribute the Quick Check card. Walk through each item:

JYS SPEAKING LESSON QUICK CHECK

Fill this in after each lesson. Keep it honest. Target: 4 or more out of 5.

#	Question / Câu hỏi	Y/N
1	Did I stay in English the whole lesson? / Tôi có dùng tiếng Anh suốt cả buổi không?	
2	Did I avoid talking for more than 10 minutes at a time? / Tôi có tránh nói liên tục hơn 10 phút không?	
3	Did I run at least one pair or group activity? / Tôi có tổ chức ít nhất 1 hoạt động cặp/nhóm không?	
4	Did all students speak English at some point? / Tất cả học sinh đều nói tiếng Anh ít nhất 1 lần?	
5	Did I start filming by minute 60? / Tôi có bắt đầu quay video trước phút 60 không?	
	Score / Điểm:	/5

Facilitator **says**: "This is not a form for management. This is for YOU. After every lesson, take 10 seconds and answer these five questions honestly. If your score is 4 or 5, you had a good speaking lesson. If it is 3 or less, look at which questions you answered 'no' and fix those next time."

"This card will be laminated and kept on your desk alongside the Phrase Card and the Elicitation Card. Three cards. Three tools. Every lesson."

WORKSHOP (30-70 min)

Phase 1: Write a complete lesson plan (20 min)

Each teacher writes a lesson plan for ONE real class next week. The plan must follow the JYS Lesson Skeleton from Module 2 (or similar, in case your preferred structure is different):

- 0-10 min: ENGAGE (warm-up)
- 10-40 min: STUDY (input and practice)
- 40-60 min: PREPARATION (mind maps, practice for presentation)
- 60-80 min: ACTIVATE / CAMERA TIME
- 80-90 min: FEEDBACK

The plan must include:

- At least one moment where you mark "Elicitation here" (a specific exercise where you will ask instead of explain).
- At least one pair or group activity with the 4-step setup written out (including ICQs).
- English-only delivery using the Phrase Card (no Vietnamese scripted anywhere in the plan).
- A filming plan: who will you film? What will the rest of the class do during filming?

Work individually. The facilitator walks around and checks that each plan includes all required elements.

Phase 2: Stress-test with a partner (15 min)

Swap your lesson plan with the person sitting next to you.

Your job: read their plan and *look for problems*.

Ask these questions about their plan:

1. "Where will you be talking for too long?" Look for any single activity over 10 minutes that is teacher-led. Suggest where to add elicitation or pair work.
2. "Where will students default to Vietnamese?" Look for instructions or transitions that are unclear and might cause the teacher to switch to Vietnamese. Suggest using a specific Phrase Card phrase.
3. "What if the pair activity finishes early?" Check if there is a back-up task written in the plan. If not, suggest one.
4. "Are the ICQs simple enough for your students' level?" Check the ICQs in the pair work section. Very young students need very simple questions.

Write your feedback directly on your partner's plan (in pencil). Then swap back and discuss for 5 minutes.

Phase 3: Revise and present (10 min)

Each teacher revises their plan based on partner feedback (5 min). Then 2 volunteers present their plan to the whole group (2.5 min each). The group gives final feedback.

EVIDENCE AND CERTIFICATE TASK (70-90 min)

1. **Photo of all completed lesson plans.** Post to Zalo.
2. **Video of two volunteers presenting their plan** (60+ seconds). Post to Zalo.
3. Give Quick Check cards to Ms. Trang or the Facilitator for laminating.

Certificate task (facilitator reads aloud and writes on the whiteboard):

Module 3 certificate task

Teach the lesson plan you wrote today in your actual class. Then post the following to the Zalo group "JYS Teacher Training":

1. A 30-second video clip of your students doing the pair activity (NOT the final video presentation. We want to see the pair work in action).

2. Your completed Quick Check score for that lesson (photo of the card with Y/N filled in).
3. Caption: "[Your name], [Class name], [Date]. Pair activity: [name of activity]. Quick Check score: [X]/5."

Deadline: **June 8,** 2026.

Certificate requirements: You must have attended all meetings, completed all weekly homework posts, AND submitted the certificate task by the deadline.

Final end-of-module summary (whiteboard, read aloud, everyone photographs):

Module 3 summary:

Meeting 1: Phrase Card -- 40 English phrases to replace Vietnamese.

Meeting 2: Elicitation Card -- Ask instead of explain.

Meeting 3: 4-step pair work -- Demonstrate, Check, Assign, Time/Stop.

Meeting 4: All three together = the JYS speaking lesson.

Three desk cards from this module:

1. Phrase Card (English phrases)
2. Elicitation Card (ask, don't tell)
3. Quick Check (5-question self-check after every lesson)

Next module starts: After the following English Development cycle.