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| **Name & Class** | **Date & Place** | | **Lesson Type** | | **Plan** | | **Topic** | | | **Length** | **Level** | |
| Nate & Sunah  TESOL 141st WD | 12OCT2016 &  Ro0m 602 | | Speaking Micro Teaching (SMT) | | TBL | | Ankle Monitor | | | 40 min | Adv. | |
| **Class profile**  **Number of students:** 12  **Age**: +20  **Nationality:**  Korean  **Motivations**: Building research skills, and developing powers of independent reasoning  **Individual or class hobbies and interests:** current affairs and reading newspaper  **Special considerations:** Some students speak more fluently than others | | | | | | | | | | | | |
| **Main Lesson aim** (skills)  1. Students develop debating skill by students learning to reason their thoughts with speaking.  **Subsidiary aims** (language focus / skills)  2. Students practice speaking fluently (skill)  3. Students practice accuracy (grammar, lexis) (language focus) | | | | | | | | | | | | |
| Description of language skills specifically used/practiced:  * Speaking: Expressing their ideas or opinions reasonably. * Reading: Reading main points provided by teacher. * Listening: Listen to teacher’s instruction and other students’ opinions. * Writing: : Note taking. | | | | | | Description of language systems specifically used/practiced:  * Discourse: formal language usage, speech acts * Function: persuading, reasoning, counter argument * Lexis: electronic bracelet, right, dignity, offender | | | | | | |
| Anticipated difficulties with lesson activities and classroom management: 1. Students might need more time to finish their activity  2. If the students finish their tasks earlier than anticipated (SOS plan)  3. Some students are strong and some weak in speaking. | | | | | | | | | | | | |
| **How I can deal with these difficulties:**  1. Be flexible and give more time and cut off the time of post activity.  2. Give students more time on post task.  3. Mix the group to have even number of good speaker on each team | | | | | | | | | | | | |
| **Assumptions:**  1. Students are adults  2. Students are fluent in speaking their opinion.  3. Students mostly know about the topic. | | | | | | | | | | | | |
| **Material(s) needed:** 2 handout, fake ankle monitoring bracelet (realia), ppt instruction, Note taking sheet. | | | | | | | | | | | | |
| Checklist. Tick those included in this lesson plan (or N/A) | | | | | | | | | | | | |
| model sentences for target language | | √ | | concept questions for target language | | | | √ | analysis sheet for target language | | | n/a |
| stages clearly titled and separated | | √ | | purpose of each stage indicated | | | | √ | anticipated timing included | | | √ |
| interaction pattern marked | | √ | | a board plan (if relevant) | | | | √ | examples of all tasks used | | | n/a |
| answer sheet to all exercises | | n/a | | tape script | | | | n/a | all materials labelled and numbered | | | √ |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to maximize student-student interactions by researching, sharing opinions, persuading others and defend one’s own opinion by counter-argument. | | | | | | | | | | | | |

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| **Stage 1:\_Pre-task**  **The purpose of this stage is to focus students’ attention and involve them in an interesting task (e.g. brainstorming to the board; help complete a chart etc.) that encourages the class to share their ideas freely, thus increasing STT and participation. Visuals may be used to introduce this task; be specific and focus on what is needed for students to complete the task. Provide the class with the basic inspiration and language they need before going to the next stage (e.g. topic, context, useful grammar/lexis, and an example/demonstration).** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Greeting**  Good morning everyone! This is Sunah and This is Nate. How are you?  We are going to have a debate today  **Warm-up**  (ppt slide2)  (Nate: Draw a table and keep track of the class on the board)  Sunah  1. First, We see various crimes these days on the news. What are they? (Ss respond)  (Fraud, theft, murder, sexual harassment, etc)  2. How should we punish those criminals? (Ss respond)  (Paying fine, imprisonment, capital punishment, few years sentence, etc)  3. Among these, which one is the worst? second?.... and the last?  This is related to our debate topic for today.  First, look at this.  **Pre-teach Vocabulary**  **1) Ankle monitoring bracelet (realia)**  Let’s say Nate is the sex offender, I’m going to equip this on him like this.  What do you think this is? (T shows Ss fake ankle monitoring bracelet) Ss respond  Nate writes the spelling on the board.  What does it do? (keep track of the criminal’s whereabouts)  It’s Ankle monitoring bracelet.  Have you guys ever seen a man wearing this? (Ss response)  Do you agree equipping this ankle monitor on sex criminals? (Yes or no)  ->Nate write this on the board  This is the topic for our debate. | T-S  Sun  Sun  Sun | 1 min  1min  3min |  |

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| **Stage 2: Task Preparation**  **The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student’s may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets and resources, should be given at the start of this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Any or all of the skills may be integrated.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  1. First, we will divide two teams according to the seating arrangement.  People who are sitting on the left line is team “A” which will be pros and the right line is team “B” which will be cons  2. Each team will prepare their arguments for 13-minute after choosing their roles.  3. Remember that each team has to decide the first speakers who will begin with the statement and the final speaker who will give the final summary speech  \*Final speakers should be the most fluent speaker in the team since they have to organize the arguments and counter-arguments that went on during the debate.  \*Students should be seated according to their speech order.  4. Everyone should participate in the debate.  6. Focus your research on the actual reliable sources. (ex. news, organization survey, etc.) GOOGLE!  \*Some students might be totally new to this topic, so handout 3 main points to each side.  **Preparing for the Debate** PPT  1. Brainstorm ideas - Each group research about the topic  2. Organize ideas - Come up with arguments, expected counter-argument  3. Structure the speeches - Choose the first speakers in each group and order of speeches  4. Prepare individual speeches - Each of student finally organized their arguments  Let’s start!!!  **Feedback**  During the preparation time, teachers sit with each groups and monitor how students are doing.  Teachers help students if they any help.  Teachers keep track of time and informs the students how much time is left. (2 minutes left, 1 minute left) | T-S  Nate  S-S  Sun & Nate | 2min  13min |  |

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| **Stage 3: Task Realisation**  **The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. Briefly set the students up so they may begin. The teacher should monitor from a distance, i.e. not interrupting this student-centred stage.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Instruction**  Now it’s time for debate.  1. Each team will take turns for the speech  2. Please respect and listen to a speaker when he/she is talking for their arguments  3. Each team should take note of the other side’s arguments for counter-argument.  Handout notes!!!  4. Handout notes should be filled in during the debate and it will be used in the later post task  T: First, statement for each team please, first pros~..  T: Now as a second part, Cons, would you please announce your first point?  ….  T: Last, summarize and final speech for each team please, first pros~...  **Debate**   |  |  | | --- | --- | | Speaker | Time | | 1st Statement from each side. | 1 min each | | 2nd First Point “ | 2 min each | | 3rd Second Point “ | 2 min each | | 4th Third Point “ | 2 min each | | 5th Conclusion “ | 1 min each |   Teachers time each speaker  Teachers take notes of tips or feedback for each group during the debate | T-S  Sun  SS | 1min  15min |  |

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| **Stage 4 : Post Task**  **The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson e.g. write a report; groups vote for a winner; correct their scripts for grammar and practice saying it.** | **Inter**  **action** | **Time** | **Instructor’s comments** |
| **Feedback**  Summarize the main points again.  Announce the winner (probably pros)  Ask students if they want to change their mind from their original opinion.  Ask students - How was the debate? Was it difficult?  **Post Activity**  Pair-check each other on these 3 points.  Each member in the team should pair up with member in other team who played the same role.   1. Clearly stated points 2. Expected Counter-argument 3. Clear Organization   Is there any debate technique that should be improved upon?  **Announcement**  Next time, we will keep moving on to the next lesson.  Please push in your chairs before you leave. | T-S  Nate  Nate  S-S  T  Sun&Nate | 1 min  3 min  1min |  |

**<3 Main Points for Debate>**

**\*Forcing sex criminals to wear it would enable close monitoring of their whereabouts. In contrast, critics, such as human rights activists, are against these measures-they consider it too harsh and too extreme.**

**Pros>**

1. The **right** to do as we wish must be curtailed by the rights of others to be free from harm. Sex offenders have already forgone (decided to do without it although you would like it) their basic rights.

2. Since the identity of the sex offenders is registered and fully open to the public, potential criminals would be **deterred** from committing future crimes.

3. The **family** members of the criminals may be unintentionally harmed (ex. degraded reputation, limited job opportunities, fear by others (social outcast)) by the law, but the law is necessary to notify Korean parents and help them protect their children from future sex crimes.

**Cons>**

1. Ankle monitors are a violation of the basic **rights** of a sex offender.

2. The criminals should no longer be categorized as criminals once they have served in prison and should be treated as a **renewed** person. 87% of sex offenders do not commit another sex crime.

3. Ankle monitors would harm (ex. degraded reputation, limited job opportunities, fear by others (social outcast)) not only the criminals themselves, but also their **families** and associates as well, which is neither constitutional nor justifiable.

**<Debate Paper>**

1**.** Statement:

2. Point 1:

Expected argument:

Counter argument:

3. Point 2:

Expected argument:

Counter argument:

4. Point 3:

Expected argument:

Counter argument:

5. Conclusion:

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment** For this stage of the course, your lesson today was   * Above standard * To standard * Below Standard | |
| **Instructor: …………………………………….… Date: …………/……………/..……….** | |