**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hanhoon Lee (Hoon) Yohan Kong (John) | TESOL | 25/09/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Creating a study group |
| **Main Aim** | Students will practice their listening comprehension |
| **Secondary Aim** | Students will practice their speaking fluency |

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| **Materials and References** | | | |
| **Audio and transcript:** [**http://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/creating-study-group**](http://learnenglish.britishcouncil.org/upper-intermediate-b2-listening/creating-study-group)  **Picture (a)** <https://www.facultyfocus.com/articles/effective-teaching-strategies/making-the-most-of-reporting-out-after-group-work/>  **Cambridge dictionary for word search:** <https://dictionary.cambridge.org/> | | | |
| **Student Profile** | | | |
| **Level** | Upper Intermediate | | |
| **Age** | Adults | **Number of Students** | 10 |
| **Detail** | **Nationality:** All South Koreans  **Interest:** Study group and working together as a team for their career  25- 45 (working adults) | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| **Power failure / other technical issues -** Solution: Use manual transcript and paper pictures | | | |
| **My Personal Aim** | | | |
| **Write out complete detailed lesson plan** | | | |

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| **Stage Name:** Lead-in  **Purpose of this stage:**  Help students to be comfortable with the subject “group work” | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 10 sec  1 min  1 min  50 sec | T  T-S  S-S  T-S | Greet. “Ok, hello, good morning”  **Instruction**  Show a picture (A)  “What do you think they are doing? Talk to your partner.” (Instruct)  Talking to their partner  **Instruct:** Indicate few students to talk about what his or her partner has discussed. |

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| **Stage Name:** Presentation  **Purpose of this stage:**  Help students understand the keywords and topic before listening | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 3 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords:** study group, moderator and compromise   1. **Elicit** – elicit the word “study group” 2. If there is an exam and students gather together to prepare for the exam, what can we call this kind of meeting? (Repeat the question slowly and clearly if needed from the students) 3. Tell the answer if no one answers it (after 15 seconds) **Study group (answer)** 4. **CCQ** – check whether students properly understand the meaning 5. Do people meet to study a subject? **(yes)** 6. Do people study by themselves? **(no)** 7. Is it individual or together? **(together)** 8. **Drill** – choral and individual drilling for correct pronunciation 9. Listen & repeat 3 times – “study group”   Then individual drilling (nominate 3 people)   1. Board – “How many syllables?” **(3)**   “Where is the stress?” **(1st)**  “What part of speech? **(noun)**  highlight special areas of pronunciation   1. **Elicit** – elicit the word **“moderator”** 2. If there is a disagreement and someone helps solve it, what is the person called? (Repeat the question slowly and clearly if needed from the students) 3. Tell the answer if no one answers it (after 15 seconds) **Moderator (answer)** 4. **CCQ** – check students properly understand the meaning 5. Does it come down to one voice? **(yes)** 6. Does it create more problems when agreeing? **(no)** 7. Is it solver or problem maker? **(Solver)** 8. **Drill** – choral and individual drilling for correct pronunciation 9. Listen & repeat 3 times – “Moderator”   Then individual drilling (nominate 3 people)   1. Board – “How many syllables?” **(4)**   “Where is the stress?” **(1st)**  “What part of speech? **(noun)**  highlight special areas of pronunciation   1. **Elicit** – elicit the word **“Compromise”** 2. If group A changes their vote to agree with group B, what is this called? (Repeat the question slowly and clearly if needed from the students.) 3. Tell the answer if no one answers it (after 15 seconds) **Compromise (answer)** 4. **CCQ** – check students properly understand the meaning 5. Are the requests lessen to agree? **(yes)** 6. Is it disagreeing? **(no)** 7. Is it accepting or denying? **(accepting)** 8. **Drill** – choral and individual drilling for correct pronunciation 9. Listen & repeat 3 times – “**Compromise**”   Then individual drilling (nominate 3 people)   1. Board – “How many syllables?” **(3)**   “Where is the stress?” **(1st)**  “What part of speech? **(noun)**  highlight special areas of pronunciation  **Guiding Question:** How could we make the most effective study group? Discuss with your partner.  Students discuss the question with a partner.  **Feedback.** “So, what do you think?”  Nominate a few students to share their partner’s ideas, if necessary. |

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| **Stage Name:** Practice – Literal Comprehension Listening  **Purpose of this stage:**  Allow students to practice literal listening comprehension skills | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  1 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.**  “You are going to listen to an audio, carefully listen and answer the A part of the worksheet, do the answer the part B or C for this activity”  **Hand out worksheets.** (Don’t pass out to each student, give a pile to two students one in the far left and far right to pass it around.) Check if they found the part A.  **Students listen for the 1st time and write answers on the worksheet.**  **Pair check.** “Class check your answer with your partner”  **Feedback to check accuracy. “**Ok class let’s check our answer” (Ask the questions from the worksheet and give few seconds for student to answer. Give the correct the answer and praise students for the right answer.)  **Teacher answers for reference:**  1. Who started the idea of making a study group? **(Ali)**  2. Where are they having the conversation? **(At the library**)  3. How often will they meet? **(1 per week)**  4. How long will they meet for each study group meeting? **(90 minutes)**  5. Who wants to become a moderator? **(Dina)** |

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| **Stage Name:** Practice - Interpretive Comprehension Listening  **Purpose of this stage:**  Help students practice interpretive listening comprehension skills | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions. Set the purpose for listening.** “Look at part B question & answer, after listening the second time.” (Check few students if they have found the part B section, if not indicate where it is on their paper.)  **Students listen for the 2nd time.**  **Pair check. Monitor. “**Class, check your answers with your partner.”  **Feedback to check accuracy. “**Ok class, let’s check our answer.” (Ask the questions from the worksheet and give few seconds for student to answer. Give the correct answer and praise student for the right answer.) If a student disagrees with the answer, give evidence and be ready to give an answer.  Teacher answers (for reference)   1. Is Dina being rude when she wants to become a moderator? Explain why.   (Yes, she does not ask for permission first. Ali wanted to lead the group conversation.)   * If a student asks, “I think Dina just wants to become a moderator. Why is that rude?” * Answer (Well if you look from the start, Ali was the one who suggested making the study group and he asked a lot questions that allowed for better agreement such as “How long should we make it?” and asks questions like “Is that OK with you, Dina?” etc.  1. Do you think Chris wants to join the group?  * Yes. He can’t join because of his situation, but he chooses to stay at the first meeting. And he was actually listening to the conversation, although he did not know when his seminar class was. |

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| **Stage Name:** Production – Applied Comprehension Speaking  **Purpose of this stage:**  Help students improve their speaking fluency | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  6 min  1 min | T  S-S  T-S | **Instructions.** “Ok class, on part C on the worksheet there are some questions. Talk to your partner about it”  **Students discuss.**  **Feedback.** “Time’s up, class let’s share our ideas.” (Nominate 3 students)  **Students share their ideas with the class.** |

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| **Stage Name:** Wrap-up  **Purpose of this stage:**  To end the lesson positively | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  2.30 min  1 min  30 sec | T  T- S  S-S  T-S | **Lesson feedback.**  “Good job everyone, what good things have you learned from the class?” (Nominate 2 students if no one volunteers to answer)  “Was this lesson interesting to you? (Nominate 2 students)    **Filler Revision dictation: “**Class let’s do a quick activity.  Let’s make two groups” (Make left-side group A and right-side group B)  “I am going to say some sentences and as a group you guys have to write the sentences/word with the  Correct sentences.  **Teacher read aloud** “Ok, so I guess all we have left to decide is exactly what we’ll do when we meet. The final exam is way off. I guess we could review our notes, or practice learning things by heart.”  (Pause for 15 seconds and then read the next sentences.)  I have a list of dos and don’ts actually that I got online. I could be a moderator, and we could use the ideas as a starting point. (Read the sentence slowly so that they can write the words down.)  Class writes in a group.  “Class, let’s compare.” (Teacher looks at the paper for each group and give praise to the better team and also encourage the less good team.)  “Ok class looks like time’s up. You’ve all done well! See you next week! Have a good weekend.” |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Ali**: Hey, you guys, I've been looking for you. I've got an idea – a study group. What do you think? Are you interested?

**Dina**: Yes! I need a study group, in a big way.

**Bea**: Me too.

**Ali**: Do you think we have enough people here for a study group? I mean, there are only four of us …

**Bea**: Sorry. Three of us. Chris can't do study group. Right, Chris?

**Chris**: Yeah, there's no way I can do a study group. I have an assignment and then I'm too busy. But I'll stay for this first meeting.

**Ali**: Should we try and get another group together with us for this?

**Bea**: No, I don't think so. I think three is fine. Ideal size, really.

**Dina**: Me too.

**Ali**: OK, three people then. Four people for the first meeting. What next?

**Bea**: What about a meeting place? We can't meet here in the library …

**Ali**: It's not too bad, especially if those other people would go away.

**Bea**: But we can't exactly ask them to leave, and people might get annoyed with us talking.

**Dina**: Can I say something here?

**Ali**: Sure, go ahead.

**Dina**: There's a study hall next to the cafeteria. It's almost always empty. Could we meet there?

**Ali**: A study hall?! Who knew? Well, it sounds good to me.

**Bea**: Yeah. I've never been there but …

**Ali**: So, we ought to decide how long for and how often.

**Dina**: I read somewhere that you should make the meeting at the same time each week. Like a seminar. That way we'd take it more seriously.

**Bea**: We may as well make it for this time since we're all here. Is this time OK?

**Dina**: Works for me.

**Ali**: Me too.

**Chris**: Hang on just a minute. I know I'm not going to be in this group, but aren't we supposed to have a seminar at this time every other week?

**Dina**: Umm, no.

**Bea:** Thursday, no?

**Ali:** No, that's on Thursday.

**Chris**: Sorry. Forget I said anything.

**Ali**: Don't worry about it.

**Bea**: So everyone agrees that this time is fine? Every week?

**Ali**: How long should we make it?

**Bea**: An hour?

**Dina**: Could we find a way of making it two hours?

**Ali**: Two hours seems a bit like … too much. To start with then?

**Bea**: Ninety minutes? Compromise?

**Ali**: Is that OK with you, Dina?

**Dina**: Fine by me.

**Ali**: OK, so I guess all we have left to decide is exactly what we'll do when we meet. The final exam is a way off. I guess we could review our notes, or practise learning things by heart.

**Dina**: I have a list of dos and don'ts actually that I got online. I could be a moderator, and we could use the ideas as a starting point …

**Picture A**



**Worksheet**

**Part A questions**1. Who started the idea of making a study group?

2. Where are they having a conversation?

3. How often will they meet?

4. How long will they meet for each study group meeting?

5. Who wants to become a moderator?

**Part B questions**1. Is Dina being rude when she wants to become a moderator? Explain why.

2. Do you think Chris wants to join the group?

**Part C questions**

1. Is study group helpful or not in South Korea? (When you work and study) Explain why?
2. Have you ever joined a study group? How was it? If not, imagine how a study group would be beneficial for you.