**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Nicole Ha | TESOL 222WK | 03/07/2021 | TBL\_Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Which option would be the best one to have a pet? |
| **Main Aim** | Students will continue practicing their speaking fluency by building up and sharing their argumentative opinions and convincing ideas. |
| **Secondary Aim** | Students will learn how to describe and deliver the words that they don’t know by finding other ways to express and also, they can learn persuasive functions and various discourse. |

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| **Materials and References** |
| Board pens |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class, and the students are all 3 Koreans having high motivation. Their participation in discussions has been very active, and they can show ability to use English in a variety of situations with a minimum of inaccuracies in grammar or vocabulary. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| One student doesn’t like pets, so may not be interested in this topic, but since this topic is all the rage these days, so, she must have her own position to go for with some ideas and opinions. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| If the desks are not arranged suitably for 3 students’ discussion together, horseshoe typed desk arrangement before the class; Since the number of students is odd and small, I’ll have all 3 students talk to and debate with one another (all together). |

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| **My Personal Aim** | | |
| What I focus on is the time management by making a detailed time plan, the proper lead-in by making debate keep going for their speaking fluency, and also the self-control on intervention by asking questions more to make them talk more. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec | T  S-S  T  T-S | **<Greeting & Brief Rapport>**  Greeting and ask students if they are comfortable with adjusted desk arrangement for 3-way communication, so all students can see their classmates to communicate easily.  Do you have a pet? Who does have one? Then the rest of you don’t have yet. It is ok. If you have one, how/where did you get it? If you don’t have yet, but want to have one someday, how/where will you get one? Share your experience or plan to your classmates, but make sure you also listen and ask any question to your classmates if any. You’ll have 1 minute to talk.  Students share their experience/plan with one another.  Monitor to catch some key words or their improvement area (words, expression, grammar, etc.)  T: Time’s up. So how/where did you or will you get one? Gesture to encourage to talk.  S: Answer by taking turn. |

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| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  30 sec  3 min  1 min  &  30 sec | T-S  T  S-S  T  T-S | T: Like your cases, there must be several ways to get our pets. What kind of options do we have? While listening to students’ answer, write down what students said on the board.  S: **Adoption** from a shelter, **buying** at a pet shop, **getting** it from your acquaintance **for free**, and so on…  T: If all 3 options that I expect don’t come out, I’ll add the missing one(s) and if too many, I select 3 options I want to go with.  T: Great, now you will talk about upsides and downsides of these 3 options (gesture to the board). Share your opinions and ideas with your classmates and list them up as many as possible. Make sure to listen to the others as well. You’ll have 3 minutes.  I.C.Q: Will only one person be talking? (No, we will talk to one another.)  Do you write down? (Yes/no). Yes, you can, but remember, it is the speaking lesson.  Students share their experience with one another.  Monitor to catch some key words or their improvement area (words, expression, grammar, etc.) and if anyone dominates the discussion too much. If yes, gesture to encourage the others to talk  T: Time’s up. Shall you share your discussion? First, for the adoption case, what kind of upsides and downsides? If necessary, write them down. (Ss: share)  T: For the case we buy, what are the pros and cons? If necessary, write them down. (Ss: Share)  In case we get for free, what are the benefits and disadvantages? If necessary, write them down. (Ss: Share) |

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| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  7 min  1 min | T  S-S  T  S-S | Now, you know the detailed pros and cons of these 3 options, so Hayoung will take the first option: Adoption from a shelter, Helen will go for buying from a pet shop, and Jinny will get it from your friend for free. Now, talk to your classmates why you think your option is better than the others’ and you can defend yourself against the others’ options and argue with the others’ opinions. You can refer to the list if you wrote down from your previous discussion. You’ll take turn one after one and have 8 minutes to debate.  I.C.Q: Is it just for the discussion or a debate? (S: debate)  How long will you debate? (S: 8 minutes)  Students debate to convince the others.  Monitor from the distance to catch some key words or their improvement area (words, expression, grammar, etc.) and whose/which arguments are more convincing. Give a notice to students when they have 3 minutes left.  Hey guys, you have 1 minute left. So, each person will make a final statement.  Each student makes the final statement. |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** N/A | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  30 sec  2 min | T-S  T  T-S | Feedback: Who do you think have the most logical argument and is the most convincing? (Ss: Vote)  Why do you think of that person? (Ss: Share their opinions)  Correction for some errors, comments on some improvement area, some praises.  Now, I’d like to know whether you were convinced somehow by others’ argument or not. Was your plan changed? Did this debate help you decide which option to go with when you want to have one or one more? And why? Jinny goes first and take turn.  S: Share their decision and reasons.  T: Conclude with the best option from the students’ choice in our class. |

**Instructor’s Comments and Assessment**

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